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ABSTRACT

This standards and guidelines manual, developed by the Saskatchewan Department of Education for use in the Saskatchewan schools, is designed to help teachers and school districts develop a safe and well-organized outdoor environmental education program. The topics covered include: Outdoor Environmental Education Implications for Students, Teacher, School Board and Community; Environmental Protection; Guidelines for Program Planning; Health and Safety; and Legal Implications. Seven appendices provide information on the following: Student-Teacher Resource Material; Saskatchewan Regulations; Checklists; Sample Forms and Formats; Menus and Food Supply Lists; First Aid and Accident Procedures; and General Information. A bibliography is included. (BT)

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out to learn

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GUIDELINES AND STANDARDS MANUAL FOR OUTDOOR ENVIRONMENTAL EDUCATION

Saskatchewan Department of Education

SE019 454

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The committee on Outdoor Environmental Education Standards and Guidelines was appointed by the Minister of Education, Honourable Gordon MacMurchy on April 4, 1974, as a result of the recommendations of the Joint Steering Committee on Environmental Education of the Departments of Education and the Environment.

The committee's task was to develop a standards and guidelines manual in accordance with various departments of government. Further general terms of reference include: (1) to develop general standards governing the health and safety of the students participating in outdoor environmental education activities and in travel related to these activities, (2) to spell out clearly, guidelines governing the use of public or private property in outdoor environmental education, (3) to spell out clearly, the legal and moral obligations of individuals and legal entities engaged in and sponsoring outdoor environmental education, (4) to develop guidelines and procedures to be followed when developing, carrying out and evaluating any outdoor environmental education project, (5) to develop criteria for outdoor environmental education site development and (6) to develop a standard or desirable practice for leadership training.

The Department of Education gratefully acknowledges the work of the committee members in the production of this guide:

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INTRODUCTION

OUTDOOR ENVIRONMENTAL EDUCATION

Outdoor environmental education is an integrated learning experience and an awareness of man's environmental interaction in and for the out-of-doors.

The need for an outdoor environmental education guide

1. There is a shift in educational methods resulting in more field trips being conducted outside the school. This shift puts emphasis on practical experiences and clearly illustrates the need for additional guidelines for the teacher.
2. There is a shift in the aims and purposes of educational priorities where the child is given more involvement in the decision-making process. This shift makes teaching more complex and therefore extra guidance is desirable.
3. There is a danger that the "band-wagon" aspect of outdoor environmental education could lead to abuses, malpractice and other problems related to liability for negligence. This set of standards is intended to assist teachers in avoiding such undesirable situations.
4. At present, there are only limited opportunities for teachers to receive training in conducting outdoor environmental education activities. The standards can serve the teacher as an operational outline.
5. As pressure for outdoor space continues, there is a need to preserve it for future use. These guidelines will help to assure that there will be useable space for future generations.
6. Leaders have a legal and a moral responsibility to ensure every student maximum safety and protection while they are involved in any school function. These standards should clarify the responsibilities of the administrator or teacher in their operation of outdoor environmental education programs.
7. These standards and guidelines can also be used to assist agencies in the co-ordination of existing programs and aid in the development of new programs by providing ideas, suggestions and common terms of reference.

Section I

Outdoor Environmental Education Implications for Students, Teacher, School Board and Community

SECTION I
OUTDOOR ENVIRONMENTAL EDUCATION — IMPLICATIONS FOR STUDENTS, TEACHER, SCHOOL BOARD AND COMMUNITY.

Implications of outdoor environmental education for:

A. STUDENTS

Outdoor environmental education is a part of school activities; therefore, it should:

1. provide practical application to theoretical learning and permit the student to use and learn from the resources of the outdoor environment.
2. provide for the use of all senses in learning, i.e., visual, tactual, etc.
3. enable the student to work at his own rate because of his actual individual involvement in the program.
4. provide students with the responsibility to rely on their own resources.
5. provide for positive social interaction of students with their fellow students and their teachers.

I hear, and I forget;
I see, and I remember;
I do, and I understand.
— An old Chinese saying

B. TEACHER

Outdoor environmental education is part of the school program; therefore, the teacher should be concerned with:

1. professional development — staying up-to-date in skills.
2. duties related to outdoor program preparation:
   — familiarization with standards.
   — co-ordination of subject areas.
3. protection, appreciation and understanding of the environment that is being used.

C. SCHOOL BOARD

Outdoor environmental education is a basic educational method and to be effective it should receive School Board:

1. approval.
2. financial commitment regarding:
   — site development
   — equipment
   — supplies
   — transportation
3. support for training and providing qualified staff.
4. support for time within curriculum to conduct the program.

D. COMMUNITY

Outdoor environmental education is a part of the school program that takes place in the community; therefore, the community should be considered as:

1. a provider of facilities and equipment.
2. a provider of leadership.
3. an environmental area that must receive attention and protection.
4. a provider of programs.

Section II

Environmental Protection

SECTION II
ENVIRONMENTAL PROTECTION

The rapid advances of technology have greatly accelerated man's potential for destruction of the environment. It now becomes increasingly urgent that our relatively recent perception of this peril be more sharply focused and, at the same time, more widely appreciated. Man needs to re-think his position in earth's ecosystem, and view himself, not as the manipulator and controller of the environment, but as one small part of the biosphere.

In order to maintain a balanced biosphere, we must recognize the need for a population that both understands and respects the environment.

Rational use of the environment takes account of the future. It is based on an understanding of the continuing long-term needs of humanity and it involves consideration of the natural laws that govern man's occupancy of this planet.

The intellectual reconditioning necessary for this wider view of "man in nature" should begin early. Our children need to be taught to enjoy the more primitive aspects of the out-of-doors, so that the adults which they become may more easily make wise and informed judgements and decisions on environmental concerns.

A. THE SCHOOL ENVIRONMENT

It is important to consider the immediate area in which outdoor environmental education activities can take place.

1. Students can be involved in activities such as a clean-up of their school grounds and community.
2. Students should be encouraged to start garden plots and small "wilderness" areas where possible.

B. THE DAY TRIP

Students should be aware that they must, at all times, have respect for other people's property which they are visiting.

1. There should be no defacing of trees or buildings.
2. There should be no garbage of any kind left on the property. It should be properly packed and taken back to the school for disposal.
3. Any garbage found on the premises should be picked up and disposed of accordingly.

Take only pictures; leave only footprints!

Increased interest in outdoor activities sometimes causes problems for land owners. John S. Zyla of Minton, Saskatchewan, was concerned enough to write a letter to the Regina Leader-Post. The following are his concerns:

"A lot of publicity has been given to the Big Muddy Badlands in South Central Saskatchewan lately, and there has been a marked increase in the number of tourists.

Since a lot of these tourists apparently do not know how to act while in the area, I feel that someone should tell them.

1. Do not start fires of any kind; this includes campfires, thrown cigarettes, and fires caused by driving through tall dry grass with faulty exhaust systems.
2. Do not leave gates open. Sometimes it takes days to get cattle back in their proper place after a gate has been left open.
3. Do not camp, or reverse your vehicle on these country roads, and be prepared to stop suddenly when coming over hills, there may be cattle or farm machinery on the road. Also, keep right when meeting traffic. Just because there is no white line on these dirt roads is no reason to drive down the middle when meeting traffic.
4. Do not shoot at anything that moves. Contrary to popular belief, most farmers are not grateful to tourists who come and "get rid of the pests".
5. Do not spread bottles and cans all over. How would you like it if I put my garbage on your lawn?
6. Do not play with any wild animals that walk right up to you with no sign of fear, they probably have rabies.
7. Do not stop some local farmer to ask directions and tell him that you have as much right to be there as he does, he might have rabies too." (Much of the area Mr. Zyla refers to is privately owned. ED.)

C. THE RESIDENT CAMP

Many schools are turning increasingly to the use of resident camps. The Saskatchewan Camping Association has developed a list of guidelines and standards for the environmental protection in the resident camp environment. The standards pertinent to schools are included below: (Also See Section IV — Health and Safety).

1. Every camp should formulate a policy in order to maintain the natural environment.
2. Every camp should adapt itself to the environment so as to preserve, as best possible, the quality of the ecology.
3. Buildings and facilities should comply with provincial regulations and should be located so that there is a green belt between them and any nearby body of water.
4. The construction and coloration of buildings should, as much as possible, blend in with the surroundings.
5. Waste should be taken to an approved land fill.
6. Swimming areas must be kept clear of glass, wastes, garbage, etc.
7. All outboard motors and all power motors must be kept away from swimming areas.
8. Natural flora and fauna should be preserved as much as possible.
9. Wilderness areas should be preserved near or adjacent to the camp.
10. An attempt should be made to plant seed in areas where extensive damage has been done to the sod, especially in overnight and campfire areas.
11. On overnight trips, the sod should be removed and preserved when digging fire pits, dish washing pits and toilet pits, and the earth and the sod be replaced upon breaking camp. Non-degradable refuse should be returned to the base camp.
12. Dead trees must be used as much as possible in all campsites such as out-trips.
13. Fresh boughs must not be used for bivouacs; plastic should be used for shelters.
14. All campers should be discouraged from washing clothes, self or dishes in lakes, streams and rivers.
15. Food scrapings should be placed in a slop pit or burned and not scraped into the lake, stream, or river.
16. Stripping of bark from trees should be discouraged. This should be observed especially when marking trails.
17. Tree and shrub planting should be a regular part of the campsite development program.

D. WILDERNESS OUT-TRIPPING

Concerned groups and organizations have prepared guide books to wilderness out-tripping. The following suggestions are adapted from *"BE KIND TO YOUR OUTDOORS"* and *"HOW TO CAMP AND LEAVE NO TRACE"*.

1. Keep the group small. The fewer people camping in one spot, the less impact there will be on the area.
2. In order to prevent over-utilization of the natural environment, wilderness campers should not return to previous sites year after year. Camp sites need time to return to natural environment.
3. Camp a reasonable distance away from streams, lakes and rivers to avoid contamination of waters. This will also remove the danger arising from flash floods.
4. Cook over small, low fires. Wood will be conserved, forest fire danger will be lessened and a more satisfactory cooking fire will be the result.

5. Drive tent stakes into the ground, not into trees. Stakes are nearly impossible to remove from trees . . . and the ground will heal quickly, the trees will not.
6. Trail markers for directions to following hikers may be built of rocks or dead branches. Do not blaze trails with a knife or axe as this causes scars and sometimes permanent damage.
7. Do not peel white birch trees.
8. Do not bring city noise into the wilderness. Bicycles provide quiet transportation . . . trail bikes provide chaos and terror to wilderness inhabitants.
9. Noise carries extremely well over water. Please preserve the solitude of the wilderness lakes.
10. Do not pick wildflowers. Observe them, enjoy them, photograph them, but leave them for the next party to see.
11. Leave wasp, hornet, yellow jacket and bumble bee nests and hives alone. These are useful creatures which have a way of getting even with molesters!
12. Eagles, hawks, and other large birds are beautiful to watch. Do not molest or harm forest creatures.
13. In rustic camps, non-degradable refuse must be returned to base camp depot. To avoid using cans and bottles, use powdered drinks, feeze dried or dehydrated foods and burnable packages.
14. Strictly avoid throwing cans and bottles into the water. Broken glass and rusty cans are long-lasting, very unslightly and very dangerous to wild animals and swimmers.
15. On coming across a wilderness area which has bottles and garbage strewn around, be sure to clean it up.
16. Never dump sewage wastes into streams, rivers, lakes or other bodies of water.
17. Do everything possible to restore any damaged vegetation that may be encountered.
18. Dig the wilderness latrine at least 200 feet downstream from the water supplies.
19. A wilderness latrine will be sweetened by the application of charcoal remains or ashes from the extinguished campfire.
20. Do not disturb, remove or deface any Indian artifacts, paintings or writings. These are our history and should be preserved.
21. Do not disturb cabins, equipment or food supplies that one might come across in the wilderness. The owner is depending on using these when he returns.

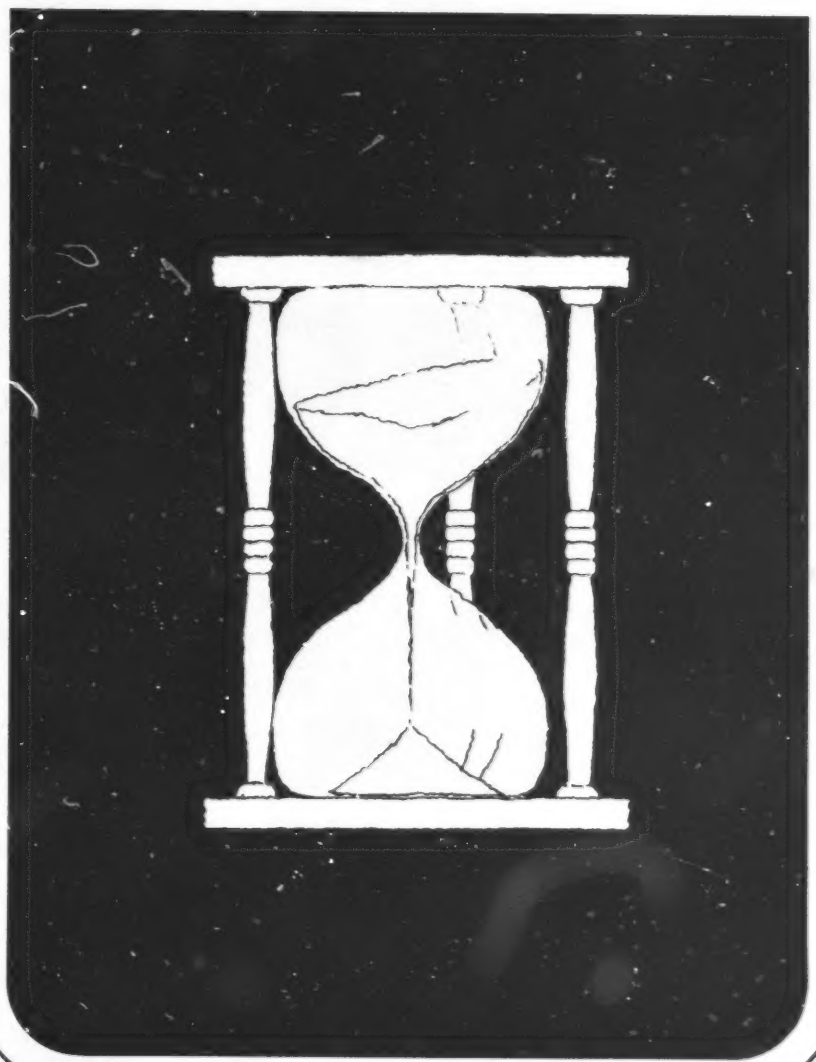
WILDERNESS TRAVELER'S CREED

I believe that man—the intelligent animal—can travel through the wilderness and leave no trace
I will keep my group small.
I will keep my stay in one place short.
I will not cut down trees or branches.
I will not build fires, or if I do I will keep them small and scatter their remains when I leave.
I will leave no trash or other evidence of my stay in the wilderness.
I will leave no trace.

It is for those who appreciate the wilderness for its unique values of solitude, silence and simplicity that we work to preserve it. Living in the wilderness a few days gives one an opportunity to be a unique individual.

Section III

Guidelines for Program Planning



SECTION III
GUIDELINES FOR PROGRAM PLANNING

A. PUBLIC RELATIONS

The communication process brings with it an understanding of and support for outdoor environmental education activities. The development of communication with the various publics will contribute to the success of the programs.

1. **Administrative Staff and School Boards**

The best public relations for any program can be provided by one's fellow workers and colleagues. Time and effort in relating the programs and actitivies to these people can help bring this recognition to the programs. A program cannot function without their support.

2. **Parents and Students**

Make sure the parents and students are involved in planning (See Section III - B. Planning Procedures) and know why there is an outdoor environmental education program. This is the key step towards 100% support of the outdoor environmental education program.

3. **The Community**

After authorization and support has been received from the school board, public relations work must be done with the community. To communicate effectively, the media may be utilized. Presentations to clubs and groups, church and community organizations would allow for dialogue on the programs. Make sure the community understands why and how their support is needed.

B. PLANNING PROCEDURES

Outdoor environmental education activities are usually part of a broad curricular program rather than an isolated event. Appropriate planning is therefore essential in order, not only to ensure the success of the specific activity, but also to enable participants to gain maximum benefit from the experiences involved.

1. **Availability of Resources**

Start planning an outdoor environmental education program by taking an inventory of resources available in the immediate community and surrounding area. Inventory could include information about:

(a) resource people
(b) agencies
(c) specific natural sites
(d) historic buildings and sites
(e) commercial places of interest
(f) environmental resources

Information could be compiled for an entire system or by particular schools. (See Appendix D. Page 45)

2. **Planning**

In any type of outdoor environmental education activity, a detailed plan is essential to ensure that the learning experience will be worthwhile. The following are some of the considerations that will be involved, depending upon the nature of the trip or activity.

(a) **Establishing of objectives**

Objectives are most useful if they are specifically related to the particular experience being planned. They should be stated in such a way that they will be understandable and useful to students, parents and teaching staff. Objectives should allow for social interactions among the members of the activity group and with the instructors and supervisors.

(b) **Presenting a proposal and receiving authorization from appropriate administrative authority — principal and superintendent:**

It is essential that clear cut procedures be established in each school and each school system. Authorization for outdoor environmental education activities should receive formal approval from the proper authority.

(c) **Involvement of students and parents in planning activities:**

In terms of motivation, interest and commitment, there are definite advantages to having the students and parents involved in much of the planning for outdoor environmental activities. The degree and type of involvement will vary according to the kind of activity being considered, the age level of the students and the nature of the school community. It is worth noting that in addition to enhancing the success of the trip, the planning done by the students can be a worthwhile learning

experience in itself. The involvement of parents may also mean that the benefits derived from the activity will have a much wider scope.

Even though the involvement of both students and parents is recommended, the overall responsibility for planning must remain with the designated trip leaders. The following planning breakdown for involvement could be considered:

Student Involvement	Parent Involvement
— Establishing Objectives	— Transportation Arrangements
— Site Selection	— Financing
— Transportation Arrangements	— Organization (menus, clothing)
— Financing	— Formulating Rules of Conduct
— Organization (menus, clothing, responsibilities)	— Evaluation
— Scheduling	
— Formulating Rules of Conduct	
— Evaluation	

Another type of student involvement that has been used successfully is to have students, other than those going on the trip, assist in the planning activities. For example, grade eight students might act as group leaders for the grade five class which is planning an outdoor environmental education school activity.

(d) **Site selection**

The site to be visited should be chosen in view of its suitability for achieving the objectives of the trip. Specific criteria to site selection can be found in Section III — H. Site Selection, Utilization and Development. Generally speaking, the travel time and expense should be kept at a minimum. This means that sites close at hand should be given first consideration. Property owners or agencies must be contacted in advance for notification or for obtaining permission. A prior visit to the site by resource personnel and staff is essential.

(e) **Selection of resource personnel and supervisory staff**

(1) Choose staff with a diversity of interests, skills and training.
(2) Involve parents.
(3) Provide for medical attention.
(4) Consider a balance of male and female personnel, especially for overnight trips.
(5) Consider appropriate in-service training and orientation for resource and supervisory personnel.

(f) **Transportation of students**

Every school board in Saskatchewan should have a policy with respect to the conveyance of students to outdoor environmental education activities. Therefore, there should be adequate insurance coverage in the event of a liability. Staff members and/or parents using private vehicles for transportation of students do so at their own risk. (See Section V — Insurance Protection — Teacher — Vehicles)

(1) **busing**

The most common mode of transporting students to these activities is by a school bus or by a commercial bus. Such public vehicles carry liability insurance but one should become acquainted with the coverage before taking the children on an outing.

Since the bus driver has a big responsibility, he should focus his attention on his driving and on the safety of his passengers. Therefore, proper conduct on the bus should be adhered to. Students must remain seated while the bus is in motion and at no time should they be allowed to distract the bus driver. Prior to taking the trip, all passengers should be briefed on "the do's and don'ts" of bus safety.

(2) **bicycling**
If bicycling is planned, check with the traffic board with respect to traffic regulations for bicycles. For safety and protection of students, they must ride on the right-hand side of the road with the flow of traffic. Single file riding on the outside edge of the road is a must. Large groups taking excursions should be divided into small groups of 10 - 15 people and each group should be supervised by a responsible person. For safety, night riding requires proper lighting, reflectors and illuminating tape on bicycles and on clothes. Before taking children on a bicycle excursion, some time should be used to study bicycle safety and to ensure that all rules will be observed.

(3) **walking**
Many excursions are easily within walking distance and should be encouraged. Where there is no sidewalk, have the students walk in single file on the left side of the road, facing on-coming traffic. If a sidewalk is used, have the students walk in pairs. For the safety of the students, strict supervision and control is necessary. The number of supervisors is relative to the size of the group and the age of the students. Remember: Walking is good and costs nothing!

(4) **other modes**
Other means of travel such as boats and airplanes are less common and it is likely that school boards would not have any protection in the event of a liability. School authority approval must be granted before such means of travel could be considered. Boards granting such approval should provide protection for themselves and check out the competencies of the operators.

(g) **cost and financing**
In planning an outdoor environmental education activity, it is essential to determine the approximate cost of the outing. Depending on the type of activity, the following would be included:
(1) rental of accommodation
(2) rental of equipment
(3) transportation
(4) food
(5) miscellaneous
For more complete information about financing, including fund-raising, See Section III — F. Financing.

(h) **Program**
Two phases must be considered in planning for the entire program in which the students will be engaged. The first includes those activities that take place before and after the actual trip (in-class experience). Too often this part of the total study is neglected and, as a result, the overall benefit is seriously restricted. The second phase of planning is for the actual field study and outdoor activity (out-of-class experience).

(1) **In-class experience**
(a) Advance preparation might include such things as:
— study of area and topics to be investigated
— learning and practising variuous skills such as observation, inquiry, data colletion and the use of equipment.
(b) Determine activities to take place outdoors, such as raw data to be collected.
(c) Plan for use of raw data following the outdoor trip.
(d) Plan for further study, research and practice of skills acquired.

(2) **out-of-class experience**
(a) Choosing and planning various activities in art, campcraft, language arts, math, music, physical education, science and social studies.
(b) Environmental studies.
(c) Side trips.
(d) Study and activities enroute.
(e) Opportunity for social interaction.

(i) **Organization**
For an effective program, the following points should be considered:
(1) strategies for grouping
(2) delegation of responsibilities
(3) planning menus (See Appendix E. Page48)
(4) planning equipment lists
(5) planning for appropriate clothing and personal items

(j) **Scheduling**
Proper scheduling will help to make the activity run smoothly. The following are worth consideration:
(1) variety and flexibility
(2) free time and free interest sessions for students
(3) rest periods for students
(4) free time for staff members

Make Sure You Plan for Inclement Weather.

(k) **Informing parents and receiving parental permission**
   (1) Include objectives, itinerary, personnel involvement, expectations and responsibilities of students and emergency procedures.
   (2) Obtain signed parental permission (See Appendix D. Page 47).
   (3) Obtain each child's pertinent personal health data for overnight trips and outdoor schools. (See Appendix D. Page 47).

C. APPROPRIATE ACTIVITIES

Careful consideration must be given to make sure that activities inherent to the outdoors are chosen.

1. Choose the type of activities most appropriate for the age level of the students involved.
2. In selecting and planning activities, consider the general characteristics of the students concerned, such as:
   (a) capacity for sustained interest
   (b) background knowledge and skill
   (c) sense of responsibility
   (d) interests and attitudes
   (e) ability to undertake independent study and problem solving
   (f) ability to work together as a group
3. Since characteristics develop with maturity, the kind of activities will become more complex and longer as students progress through school.
   (a) Kindergarten and Division I — shorter trips in immediate vicinity.
   (b) Division II, III, IV — shorter trips of specific nature with progression to half and full days trips and outdoor schools of several days duration.
4. A well-balanced program should include activities appropriate for the winter months as well as spring and fall. Examples of winter activities are:
   (a) study of animal tracks and snow ecology
   (b) snowshoeing and cross-country skiing
   (c) visits to museums and other community resources
   (d) winter ecology
   (e) winter camping
   (f) survival
5. Be sure that the program includes the urban environment as well as the natural environment.
6. Ideally, a school or a school system will plan a progression of learning that will:
   (a) begin with the development of a list of concepts to be studied;
   (b) ensure that as students progress through school, they will benefit from a wide variety of activities without unnecessary duplication;
   (c) develop a long range plan through consideration of students' level of competence, available sites, personnel and finances;
   (d) make maximum use of resources: urban, rural and wilderness.

Probably the most valuable resource in outdoor environmental education is the interest and enthusiasm of the individual teacher. Development of a program at the school or school system level must be flexible enough to allow a group of students and their teacher to break new ground and to explore their interests with a minimum of prescription and restraint.

D. FOLLOW-UP AND EVALUATION

Follow-up and evaluation is an important part of the outdoor environmental education activity which is sometimes unfortunately forgotten. It is essential that students, as well as parents and teachers, share their experiences in the way of reports, displays, discussions, presentations, etc. Follow-up projects and research are as valuable as the actual experience in integrating the activity with the classroom curricula. Evaluation is also essential in planning for future outdoor environmental education activities.

1. **Program Follow-Up:**
   (a) integrate experiences gained out-of-class into the total areas of study.
2. **Evaluation:**
   (a) consider evaluation by staff to determine:
      (1) how well objectives were met
      (2) suitability of site and facilities
      (3) suitability of program and scheduling
   (b) consider evaluation by students and parents (See Appendix D. Page 48)
   (c) prepare financial statement
   (d) prepare report for Administration if required.

E. LEADERSHIP DEVELOPMENT

Perhaps the most effective way to assure that outdoor, environmental education will become an integral part of the educative process is to improve the leadership qualities of teachers and to provide them with adequate preparation. One of the basic premises is that all teachers and leaders in outdoor environmental education should be competent to teach wherever the learning environment is best and this includes the outdoors. Leadership preparation will involve in-service as well as pre-service training at the graduate and undergraduate levels.

All appropriate resources in the college or university should be utilized to provide a broad background for the numerous patterns in outdoor environmental education. Because of the complexity of the program, it is not easy for one department to make all the professional preparations. Subject matter such as geography, geology, anthropology, botany, physical education, conservation, fisheries, wildlife, sociology, recreation, arts and crafts, etc., will need interdepartmental involvement.

The essentials in a program for the preparation of leadership should include:

- a greater understanding of human growth and the learning process
- the ability to use the outdoors as a learning laboratory
- techniques and understanding needed for teaching in informal outdoor settings
- skills and appreciations for enjoying the outdoors
- a knowledge of curriculum instruction and school administration.

A series of experiences in outdoor environmental education, special courses of a workshop nature which would combine an interpretation of the outdoors and teaching techniques should be provided.

In-service education may be the immediate answer for schools that desire to commence outdoor environmental education programs. Much of the leadership must come from staff members in our schools and from personnel available in the various departments.

Local schools may organize study committees that would collect information, materials and make an inventory of resources which would be helpful in planning and formulating programs.

Workshops and clinics in camps and parks are effective in creating confidence and interest. Well chosen consultants and resource leaders can be helpful in developing competencies on the part of teachers and leaders.

Camping and recreation agencies and professional organizations can conduct workshops, clinics and conferences dealing with programming and facilities.

1. **Teacher — Self Development**
   The distinction between teaching and learning is not superficial but fundamental. In self-development, the teacher should consider the following:
   (a) increase knowledge and skill in awareness of the outdoor environment by attending professional development courses.
   (b) increase personal technique of working with a small group in the out-of-doors such as:
   — assisting the child through questioning, observing, listening, sharing and discovering to find the answers
   — by being sensitive to the needs and desires of every individual in the group.

Always be aware of the purpose of the activity

2. **Community Leadership**
   Parents and community people are valuable resources for the outdoor enviornmental education program. The following points should give guidance to the teacher in using such personnel in leadership roles:
   — be aware of the needs of the program and look for the right kind of people to give leadership
   — be aware of areas where the community needs help and provide an opportunity for them to learn skills so they can function effectively in the program
   — provide help to individuals as well as groups to develop skills needed in the program
   — provide an opportunity for parents to be observers in actual outdoor environmental education actitivies
   — do not push parents into a situation of responsibility until they are ready and willing to accept it
   — provide an opportunity for in-service training or special training courses
   — provide an opportunity for evaluation of program and leadership
   — be sure that the community knows that its involvement is needed and is worthwhile.

3. **Student Leadership**
   A wise teacher will realize that he has a leadership resource in his own classroom. Students, with careful guidance, can become leaders in their own right. The following points should help a teacher educate his students to become responsible leaders:
   (a) use students in group planning. (See Section III — B. Planning Procedures)
   (b) place students in positions of responsibility

   (c) insure that the students know that they will be held accountable to others and themselves
   (d) instill in students an attitude of caring for themselves and others.
   (e) teach students to be sensitive to the needs and desires of every individual.

F. FINANCING

For some schools, financing outdoor environmental education is a problem. Many valuable programs are inexpensive if educators examine the possibilities for learning that may be found in the school yard or nearby pond, stream, park, farm and industry. Costs can be reduced if parental and community co-operation is sought. However, some outdoor environmental education programs must be funded from an outside source. Good public relations, policy on outdoor environmental edcuation adopted by a Board of Education and initiative and resourcefulness on the part of the teacher would be sufficient for a start. Since outdoor activities are becoming an integral part of the course of studies, the board should assume some financial obligations.

In considering the amount of money necessary, the following items should be checked out:

1. rental of camps — see Saskatchewan Camping Association Standards and Department of Tourism and Renewable Resources
2. food — catered meals are about double the cost of those prepared by the students
3. transportation — cost may vary depending on the type of transportation used and school board policy
4. purchase of equipment — do not overlook sharing with other organizations
5. rental of equipment — canoes, boats, tents, etc. (See Appendix G. Page56)
6. maintenance and replacement of damaged equipment

7. safety and first aid material
8. resource material — maps, books, etc.

Money-raising projects by students have value in themselves and should be pursued; however, boards and parents should assist as well.

(a) **Board of Education Support** — Some school jurisdictions have a budget to help pay for a portion of the expenditure incurred in an outdoor environmental education activity. This takes the form of providing transportation and/or paying for camping facilities.
Some boards provide a grant for schools to assist in outdoor environmental education activities. On the other hand, some boards will subsidize travel expenses on a per mile basis and allocate a certain amount of money per capita. However, schools should expect to raise a portion of the cost.

(b) **Parent Support Through Tuition Fees** — Parents and guardians may be assessed a fee in accordance with Board policy. School Boards should be informed when there is intent to collect fees and their approval should be received before proceeding with the collection.

(c) **Fund Raising Projects by Students** — Since outdoor environmental education activities are part of the school curricula, students, by no means, should have to spend a great deal of time during the year raising funds to totally pay for them. Yet involving students in fund raising activities gives them the feeling of having earned their excursions and builds their enthusiasm. Therefore, they should be expected to make a contribution. Fund raising projects could include:
   (1) car wash
   (2) bottle drive
   (3) bike-a-thon
   (4) walk-a-thon
   (5) skate-a-thon
   (6) entertainment
   (7) sales — bake; candy, rummage
   (8) dances
   (9) shoeshine
   (10) concessions

NOTE:
To maintain good public relations in the community, projects should be spread out during the year. It may be desirable to co-ordinate the projects with other groups to avoid overwhelming the people. It is always a good policy to inform the community with respect to the purpose of the project, its nature and time. Before beginning a project, the legal aspects of it with respect to school board policy, city policy, etc., should be checked. For example, activities such as raffles and bingos require a license in some towns and cities. Also, bike-a-thons and walk-a-thons should receive approval from the police to ensure maximum safety.

G. SUPERVISION AND DISCIPLINE

Even though outdoor environmental education experiences require more planning and organization on the part of the teacher than do classroom activities, the good classroom teacher will be equally comfortable in or out of doors. Supervision and discipline of students during an outdoor environmental education activity will present no problem if the teacher maintains his normal methods of control. In fact, many teachers find discipline to be a much easier task when outdoors because they can relax some of the rules which must be followed in the classroom.

The following points are presented as suggestions which may help in supervision and discipline while on an outdoor environmental education activity:

1. Sound and thorough planning and organization almost certainly guarantees success. Students must be kept informed of all plans in an effort to keep their interest and enthusiasm up. (See Section III — B. Planning Procedures)
2. In planning, be sure that the students know what is expected of them in terms of behavior. Let them help to plan guidelines for acceptable and proper behavior for their particular type of outing.
3. Prevention is better than the cure. Careful planning, which includes a pre-visit or trial run of the activity by the teacher, will help to identify possible trouble spots. Steps to prevent the anticipated problems can then be taken.

4. Think positively, especially concerning student behavior. Think and expect the worst and it will likely occur. Students can tell when a teacher is "tuned in" and they will act accordingly.
5. Say what is meant and mean what is said. Students respect fairness.
6. Do not embarass a student out in public. Punishment or reprimand can wait for a private moment or until you are back in the school.
7. Be flexible. Things do not always go as planned. Be prepared to adjust the plans and rules to fit the occasion and surroundings.
8. Do not expect a classroom type of behavior on an outdoor experience. It will not and should not happen. Allow for more noise and movement than normal. Give the students a chance to discover, observe, experiment, but also, insist that they be responsible persons.
9. The teacher and his students are ambassadors of their school; therefore, good manners are essential.
10. Plan for rests or breaks during the activity. The younger students require more breaks. Break periods are needed not only for a rest or change, but often for just the opposite — a period to let loose, make noise and burn up some energy.
11. Keep the experience as interesting as possible. Boredom leads to restlessness.
12. Plan and insist that students do something on the trip other than just observe. (e.g. take notes, sketch, ask questions, experiment.) Students should be active participants rather than passive observers.
13. Where possible, involve students in the conduct of the activity. Using fellow students as student leaders adds to the interest of the activity and may help to keep students under control.
14. Always keep the group together and have a qualified person with each group.
15. Bus travel should be relaxed. If supervision on the bus becomes a problem the teacher may:
    (a) use a seating plan
    (b) make provision for entertainment
    (c) assign an activity to be completed while travelling, such as watching for certain features along the way.

H. SITE SELECTION, UTILIZATION AND DEVELOPMENT

To a certain degree, the benefits derived from an outdoor learning experience depend upon the suitability and quality of the site selected. Thus, the selection, utilization and development of a site warrant due consideration when planning the outdoor environmental education activities. Site criteria may be considered with regard to either the use of existing public sites or the selection of a permanet outdoor site specifically for a school's use.

1. **Site Selection and Utilization**

The type of site selected will vary in relation to the educational experience desired. Listed below are site features and associated activities which should be taken into consideration when selecting a site:

(a) **Criteria for site selection:**

It may be of assistance to classify sites according to the paritucular features which they offer, namely:

(1) physical features — sites which possess either unique or significant examples of geomorphologic, geologic and ecologic features, vegetation types and wildlife.
(2) cultural features — including historic sites, tradingposts, R.C.M.P. forts and varied or notable land use examples such as P.F.R.A. sites or dam sites.
(3) aesthetic features — sites which help create an environmental awareness, or which afford an opportunity for outdoor photography and nature crafts, such as leaf-printing, collecting plants and berries for natural dyes, or other nature collections (rocks, insects, etc.)
(4) recreation features — camping, canoeing, skiing. (A list of canoe trips may be obtained from the Saskatchewan Department of Tourism and Renewable Resources.)

To help ascertain the desirability of an outdoor education site, the checklist for features likely to be found on a site (See Appendix C. Page 44) should be consulted. Such a list would also be useful for comparing those sites being given consideration.

(b) **Site types and location:**

An inventory of sites according to type and location would efficiently organize potential sites in the area. A suggested format might be:

(1) local — school grounds: small area studies, school gardens, weather stations, bird feeders, tree planting, and nature trails (See Appendix C. Page 45)
— community resources: local parks, zoos, natural sites, farms, commercial and industrial sites
— conservation areas: these sites are both publicly and privately owned by agencies such as a Department of Tourism and

Renewable Resources, the Saskatchewan Natural History Society, and the Saskatchewan Wildlife Federation.

- historic sites: numerous sites both Federal and Provincial exist and information is available from the Department of Tourism and Renewable Resources.

(2) regional parks — a list and map "Regional Parks in Saskatchewan" is available from the Saskatchewan Municipal Road Assistance Authority, 1819 Cornwall Street, Regina, S4P 2K4. Telephone: 522-7602

(3) institutional camps — "Camp School Directory" available from Saskatchewan Camping Association, Box 823, Regina, S4P 3B1
"An Outdoor Educational Centre — Prairie Lore and Living Society" available from Mr. N. J. MacKenzie, Regina Board of Education, 1870 Lorne Street, Regina, S4P 2L9

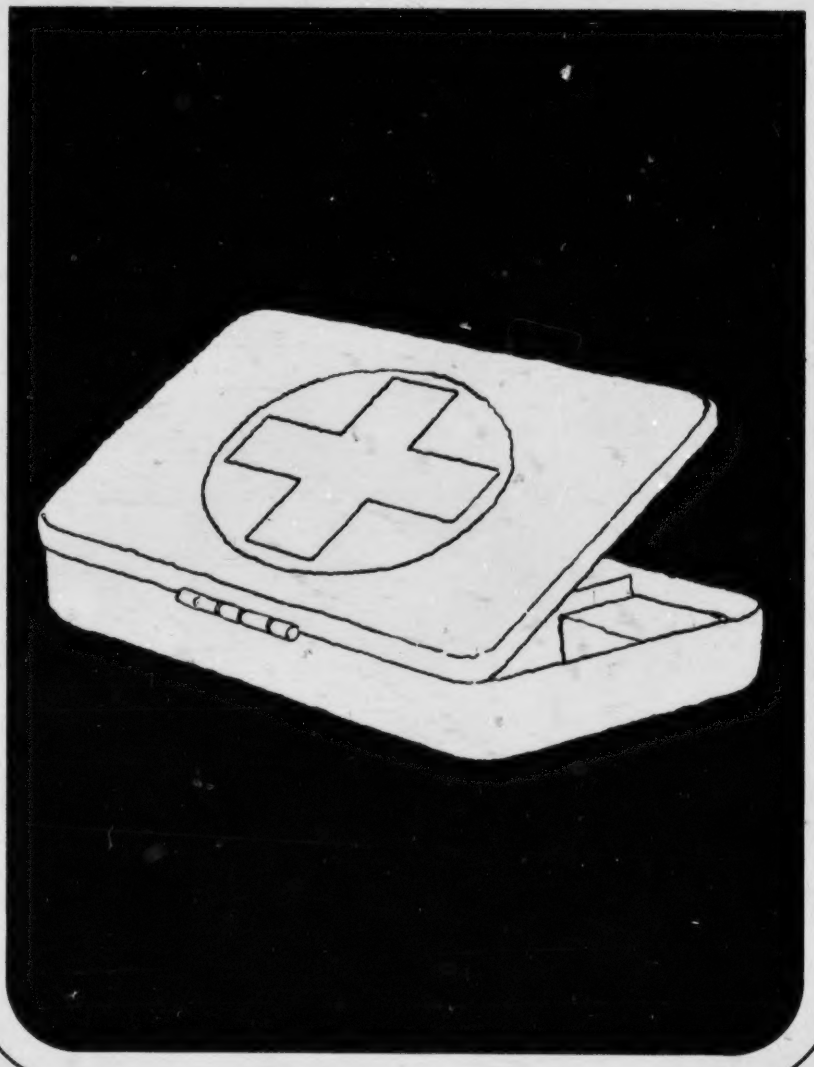
(4) provincial parks — these sites are well distributed throughout the province. (For a complete list See Appendix G. Page 56)

(5) national parks — Prince Albert National Park

2. **Site Development**
In addition to utilizing existing sites, schools should be encouraged to develop their own outdoor environmental education site, whether on or off the school grounds. The school grounds are a particularly valuable resource in that they are readily available and, with some element of planning, may be developed as a creative playground or as an outdoor laboratory. When developing an outdoor environmental education site either on the school grounds or on land acquired elsewhere for this purpose, an inventory of existing facilities should be made together with a review of features which it may prove desirable to develop. (See Appendix C. Page 44).

Section IV

Health and Safety



SECTION IV
HEALTH AND SAFETY

It is obvious that the major responsibility for student health and safety lies with the instructor. To ensure the successful future and growth of outdoor environmental education responsible instruction and an accident free program are imperative.

Proper health and safety practices protect the child when participating in outdoor environmental education activities. This participation will help the child to realize that proper self protection works hand-in-hand with environmental protection.

A. GENERAL HEALTH AND SAFETY RESPONSIBILITIES OF THE INSTRUCTOR AND SUPERVISORS IN OUTDOOR ENVIRONMENTAL EDUCATION ACTIVITES

1. **Responsibilities in Preparation for the Activity**
   (a) A health form giving personal health data should be received before embarking on an outdoor environmental education activity. The main value of this form is to supply information to the instructor on the student's medical history and to provide necessary emergency information. (See Appendix D. page 47). One health form could be used for the whole year's activities.
   (b) Activities should be geared to the student's capabilities.
   (c) Each student must receive proper instruction in the use of **all** equipment and related skills.
   (d) Each student must have adequate, safe and standardized equipment for the activity and appropriate clothing and footwear for the outing.
   (e) Make sure that students and instructors are in adequate physical condition.
2. **Responsibilities During the Activity**

All instructors must be experienced and qualified for the activity to be conducted. All instructors and supervisors must be qualified and prepared for emergencies. Depending on the type of trip or outing the instructor and supervisors are also responsible for the following:

   (a) have a complete list of emergency resources, e.g. police, ambulance, parents, doctor's phone number, location of nearest telephone and emergency transportation. (See Appendix F. Page 53).
   (b) a schedule and route should be left with the nearest office of the R.C.M.P. or Department of Tourism and Renewable Resources.
   (c) at least one instructor and/or one supervisor must be qualified in first aid.
   (d) a well-supplied first aid kit and a survival kit must be carried (See Appendix F. Page 54).
   (e) have a qualified medical person on hand or know where the nearest doctor or hospital is.
   (f) keep a record of all first aid treatments.
   (g) make regular health and equipment safety checks.

B. SANITATION

General camp sanitation requirements shall comply with regulations under the Provincial Health Act. (See Appendix C. Page 43).

C. SWIMMING SAFETY

The following points, taken from the Red Cross Safety Rules, are suggested as basic swimming regulations and as such should be explained and enforced by the instructor.

The student should:

1. **never** swim unless qualified swimming instructors or life-guards are present.
2. **never** swim alone; use the 'buddy system'.
3. **never** participate in horse play.
4. **never** fake trouble.
5. **realize** that floating objects (toys, belts, etc.) are no substitute for learning how to swim.
6. **observe** and **obey** warning notices.
7. **learn** and **respect** his limitations.
8. **never** swim after dark nor during electrical storms.

D. CANOEING SAFETY

When teaching canoeing in schools, it must be remembered that the student is being prepared for a lifetime of recreational enjoyment. Whether or not the student's life is shortened by an accident in this activity could depend on an adequate safety program fully integrated with other aspects of canoe training. The following points should act as a guide to this safety program.

1. **Safety Requirements For A Canoe Program**
   (a) Swimming Ability — While it is not essential that a novice canoeist in a supervised situation on sheltered waters must be able to swim, it is essential that all members of that group wear life-jackets and that the instructor be proficient in artifical respiration. In a more hazardous situation, the instructor must also be sure that each canoeist has swimming endurance and can float or tread water without panic. Thorough swimming tests for endurance should be given before a trip.
   (b) Safety Training — Safety training, emphasizing the following skills, plays an important part in all but the most basic canoeing programs:

(1) turning around in a canoe
(2) jumping out
(3) entering a floating canoe off shore and in open waters
(4) righting and washing out a canoe
(5) exchanging places
(6) canoe over canoe rescue
(7) paddling a swamped canoe.

(c) Canoeing Code of Safety Rules — The following rules, posted prominently, explained and continually referred to, will serve as an excellent reminder that safety goes hand in hand with pleasure.

(1) **before you go:**
(a) always tell someone the trip route
(b) wear clothing that could be taken off quickly in an emergency
(c) always carry an extra paddle, a life jacket, a first aid kit, a survival kit, a canoe repair kit, a bailer tied to the gunwhale or thwart, a sponge and 20 foot ropes tied both to the bow and stern
(d) never overload the canoe with passengers or duffle
(e) know the canoe, its limitations, and why it is apt to upset
(f) check weather conditions.

NOTE: Canoeing after dark is not recommended, but if you must, be sure to carry a light.

(2) **while on the water:**
(a) know self skill and stay within its limits.
(b) always remember that a canoe is not to play with as a toy but a valuable piece of equipment and a means of transportation.
(c) never "show off". Play it safe, especially in unknown waters.
(d) do not lean out of a canoe for any reason; keep your weight centered and low.
(e) always paddle close to shore. During windy conditions, paddle near the sheltered shore.
(f) know the storm warnings of your area. If a storm is approaching, land on the nearest shore while conditions are still favourable.
(g) if out when a storm breaks, move to the center of the canoe, sit on the bottom, and paddle.
(h) never paddle near bathers.
(i) if upset, NEVER LEAVE THE CANOE. Right it and climb in. Although full of water, it will sustain the weight of more than its normal load.

2. **Selecting Safe Equipment**

In selecting equipment for canoeing it is essential that safety features take precedence over economy or style of the item. The next major criterion in selection should be durability and a relatively maintenance free life. The age and ability of the user should be kept in mind. The immediate and projected use of a canoe should be considered, for certain economies can be made if the craft is to receive limited use on sheltered waters only.

The following points could be used as a guideline in selecting safe equipment:

(a) **Canoe selection:**
(1) Length and Weight:
Added length means added weight, carrying capacity and stability. Long tapered ends will give greater capacity, stability and slower speed. The minimum canoe dimensions for two people on an extended trip should be: 16'-17' long x 35"-37" beam x 13" depth x 75-85 lbs. (approx.) weight. This should give about 600-650 lbs. carrying capacity with 4"-6" of freeboard. In fiberglass and aluminum canoes, floatation provided by airtanks alone could be a liability. Foamed plastic is preferable.
(2) Bottom:
A round bottom gives speed but less stability. Flat bottoms give greater buoyancy, capacity and stability at the expense of speed. A keel adds stability and helps to prevent damage to the canoe.
(3) Ends:
If the ends are raised slightly higher than centre, the canoe can be turned more quickly, and a current will not grip the ends. This is important in river work. At the same time, high ends catch the wind and are a disadvantage in lake paddling.

(b) **Paddles:**
Paddles should be chosen to fit the size and strength of the user. They should be long enough so that when the arms are extended sideways at shoulder height, the tips of the fingers can just grip and hold the ends of the paddle.

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(c) **Life-jackets:**

There are numerous types of life-jackets on the market today. Some of the life-jackets carry Ministry of Transport approval which guarantees the wearer be turned face-out of the water. Other types of life-jackets have different advantages such as being comfortable to wear while paddling.

Life-jackets should be worn **at all times** while on the water. The life-jacket must support the weight of the student, be a proper fit and be fastened when worn. Furthermore, a student should never canoe, boat or swim alone; a 'buddy system' used at all times.

(d) **Clothing**

It is important for the health and safety of the individual that proper clothing is worn, determined by the type of paddling that is to be done, wind and weather conditions. Rubber boots and bulky clothing are a distinct hazard and should always be avoided.

(1) **during classes** — When paddling during classes within a restricted area the clothing worn should be determined by the weather. Precautions against sunburn, windburn, sunstroke, heat exhaustion and eyeburn should be taken. The soles of the feet which are tender and are exposed when kneeling are easily overlooked and should be covered. At the beginning of the summer season, especially, campers should not stay out on the water too long, and particularly during the heat of the day.

(2) **for trips** — When paddling on trips the proper clothing is all important for the comfort and health of the trippers and should be suited to the conditions which may be encountered. Experienced opinion indicates that for any long wilderness paddling wool garments should be worn because of their warmth even when wet. Footwear should be substantial. If paddling in the rain, some types of rain outfits should not be worn. Some are a distinct hindrance to paddling and in the case of an upset, might entangle the paddler and cause drowning.

E. CROSS COUNTRY SKIING AND SNOWSHOEING

Snowshoeing and cross country skiing are witnessing a phenomenal growth across North America, and many Saskatchewan schools are now purchasing, or have access to, equipment for these recreational sports. As these activities grow in schools, and as trips and tours become more extensive, so must knowledge of adequate safety procedures keep pace with this expansion.

1. **Before Embarking on a Trip**

(a) **The location:** The instructor must
- (1) be familiar with the area to be used.
- (2) know the distances and times involved for the trip.
- (3) be aware of any difficult or hazardous parts of the trail.
- (4) know of possible emergency routes in case of accidents.
- (5) have an up-to-date weather report for the area, paying special attention to the winds.
- (6) for longer trips, have a map and be able to use it in conjunction with a compass.

(b) **The group:** The group should
- (1) be generally physically compatible.
- (2) be aware of its skill level and physical condition.
- (3) check that their clothing and footwear is suitable.
- (4) check that its equipment is in good condition.
- (5) check that it has food (if required) and additional clothing.

(c) **Emergency supplies:** Emergency supplies should include
- (1) a first aid kit. (See Appendix F. Page 54))
- (2) a ski repair kit. (See Appendix F. Page 55))
- (3) a survival kit. (See Appendix F. Page 54))

2. **During the Trip:**
- (a) the group should not be allowed to spread too far apart.
- (b) the leader should head the group, setting a pace which the slowest member can maintain.
- (c) rest stops should be made frequently and should be of short duration.
- (d) a responsible person should be assigned to stay at the rear of the group. A whistle could be used to communicate with the leader.
- (e) the leader should watch for signs of fatigue in the group and adjust plans ac-

cordingly.

(f) in case of an accident the following procedures should be used:
   (1) two people should go for help — one to return with the rescue party.
   (2) those going for help should be supplied with a written record of the nature and location of the accident.
   (3) after applying first aid to the victim, the leader should keep the group busy gathering wood and making a shelter.

3. **Selecting Safe Equipment**

Opinions vary, and conditions dictate special types of equipment, however, the following suggestions should be used as a general guide to safe winter recreational equipment.

(a) **Skis and snowshoes:**
   (1) When selecting equipment, a compromise must be made between the weight and strength, suitability for the user, and the cost. For example, a heavy, strong and durable pair of skis, if they are difficult to control, take much of the enjoyment out of cross country skiing.
   (2) Relatively maintenance-free equipment should be selected whenever possible.
   (3) Ski binding should be firmly attached to the ski. They should be of the correct type for the boot and properly adjusted.
   (4) Ski poles should be strong and flexible. Cracks in bamboo poles should be immediately glued and taped together.
   (5) Minor splits and breaks in skis can be permanently repaired with fiberglass. This should be done before the trip.

(b) **Footwear and clothing:**

Maintaining body heat is the main requirement in selecting clothes for winter activities. While the body maintains its heat during strenuous activities, the extremities lose heat rapidly, over 40% of body heat being lost through the feet, head and hands alone. Thus, feet, head and hands should receive priority in the selection of equipment to protect the wearer.

   (1) Boots and shoes should be a good fit, solidly constructed and waterproofed. Some modern cross country ski boots are made of synthetic material or are of a low cut racing shoe style. These should be considered inadequate for Saskatchewan conditions. A general touring boot which is cut above the ankle, perhaps lined, with a firmly bonded but flexible sole is recommended. Saskatchewan conditions dictate that style and lightness come second to warmth and protection.
   (2) Socks should be wool. Use two pairs if the boot will allow this, but do not cramp the feet as this will restrict the blood supply.
   (3) Hands will keep themselves warmer in mitts rather than gloves. Mitts should be well-lined and waterproof. The use of wool mitts is not ideal.
   (4) A ski hat which covers the ears and forehead is a necessity, and a ski band for warmer days may be required. For very cold days, a face mask may also be helpful.
   (5) Layering of light clothing is preferable to one heavy garment. Generally speaking, a pair of long underwear, (of the fishnet type), medium weight trousers, a vest, shirt and sweater are all that is required to keep the body warm when actively engaged. For very cold weather, either put on an extra sweater or ski jacket, or work harder. In windy conditions, a light ski jacket or windbreaker help to maintain body heat.
   (6) A small pack should be carried on anything beyond a half day trip. This pack, which should fit snugly and low down on the back, might contain extra clothing such as ski hat and mitts, chocolate, hot soup, matches, suntan lotion, sunglasses, and a flashlight.

F. HIKING SAFETY

All the points outlined in Number one and two of the preceding Section E on "Cross Country Skiing and Snowshoeing" should be consulted when planning and conducting a hiking trip. Further to this information, the following factors specific to hiking should be remembered:

1. Packs should not be too heavy; items carried should be reduced to the minimum compatible with safety. Recommended maximum pack weight for adult students is 25 pounds for women and 40 pounds for men. Loads in excess of 25 pounds, which are to be packed over a long distance should be carried in a framed backpack to better distribute the weight over shoulders and hips. Loads less than this amount could be carried in a triangular framed rucksack. Frameless packs are for light loads only.
2. Age, experience, type of trail, weather and fitness of the student determine distances to be walked and weight to be carried.
3. Boots should support the ankle and be a good fit. Blisters should be taped with moleskin as soon as possible or plans may have to be altered.
4. Insure safe drinking water.
5. Stops should be adequate; they should be scheduled to maintain the rhythm which makes walking easy.
6. Caution should be exercised when descending hills.

G. FIREARM SAFETY

A program in firearm safety, aimed at youth and using proper instruction, will create an active awareness of basic practices in hunting and in the handling of equipment.

The program for the school should be taught by a graduate instructor of a Department of Tourism and Renewable Resources Firearm Safety Course.

1. **Course Content**

   The source content should cover points such as:

   (a) the parts, operation, care and maintenance of firearms.
   (b) instructions in basic marksmanship, range rules and practices (if a range is available).
   (c) proper handling in the home and in the field.
   (d) hunting behaviour and responsibilities, including archery.
   (e) survival in the field.
   (f) wildlife resources, identification and field care of big game.

2. **Basic Rules of Firearm Safety**

These are the basic and the most important rules of safe firearm handling. They must be observed at all times by everyone handling a firearm.

(a) **Treat every firearm as if it were loaded.**
   (1) Do not take anyone's word — check personally.
   (2) Open the action and check both the chamber and the magazine.
   (3) Keep fingers off the trigger until ready to shoot.

(b) **Always control the muzzle of the firearm.**
   (1) Never point the muzzle at any person, including oneself, or at anything one does not wish to shoot.
   (2) Point the muzzle in a safe direction. This will depend on where one is; for instance, bullets can penetrate walls.
   (3) Concentrate on what is being done — no horseplay or daydreaming.
   (4) Do not use a telescopic sight for general observation or to identify distant hunters.
   (5) Never pull a firearm towards oneself by the muzzle.

(c) **Be sure of your target and beyond.**
   (1) Be absolutely certain that legal game is the target.
   (2) Never shoot at sounds, movements or patches of colour.
   (3) Know where the bullet will stop if it passes beyond the target.
   (4) Recognize that when keyed up and alert for sounds, movements and sightings of game, strong control over reactions must be exercised.
   (5) Understand that to shoot is an individual decision and that responsibility for the result lies with the individual.

(d) **Never shoot at a flat hard surface or at water.**
   (1) There is no control over ricocheting bullets.
   (2) When at target practice, be sure the backstop is adequate.

(e) **Never climb a fence or tree, or jump a ditch with a loaded firearm.**
   (1) The muzzle of your firearm cannot be controlled if one stumbles, loses balance or falls.

(f) **Store firearms and ammunition separately.**
   (1) Keep them under lock and key, and out of reach of children or inexperienced persons.

(g) **Be sure the barrel and action of the firearm are clear of all obstruction.**
  (1) Remove all oil and grease from the barrel and chamber before firing.
  (2) After a fall, empty the firearm and check for damage; clear any snow, dirt or leaves from the barrel.
  (3) Carry only the proper ammunition for the firearm being used.

(h) **Unload firearms when not in use.**
  (1) Firearms carried into camp or buildings, or in automobiles and boats must always be unloaded and taken down, or have actions open.
  (2) Firearms should be carried in cases to and from the shooting area.

(i) **Avoid alcoholic beverages.**
  (1) Refuse to hunt with others who are or have been drinking. Reaction and recognition time are seriously affected by alcohol.

GUNS THEMELVES ARE SAFE!
Carelessness and Ignorance
Can Make Them Dangerous!

Groups or individuals wishing either to take a safety course or sponsor a class should contact one of the following:

(a) Firearm Safety Supervisor,
Department of Tourism and
Renewable Resources,
Administration Building,
Regina, Saskatchewan.

(b) Firearm Safety Supervisor,
Department of Tourism and
Renewable Resources,
Provincial Office Building,
Prince Albert, Saskatchewan.

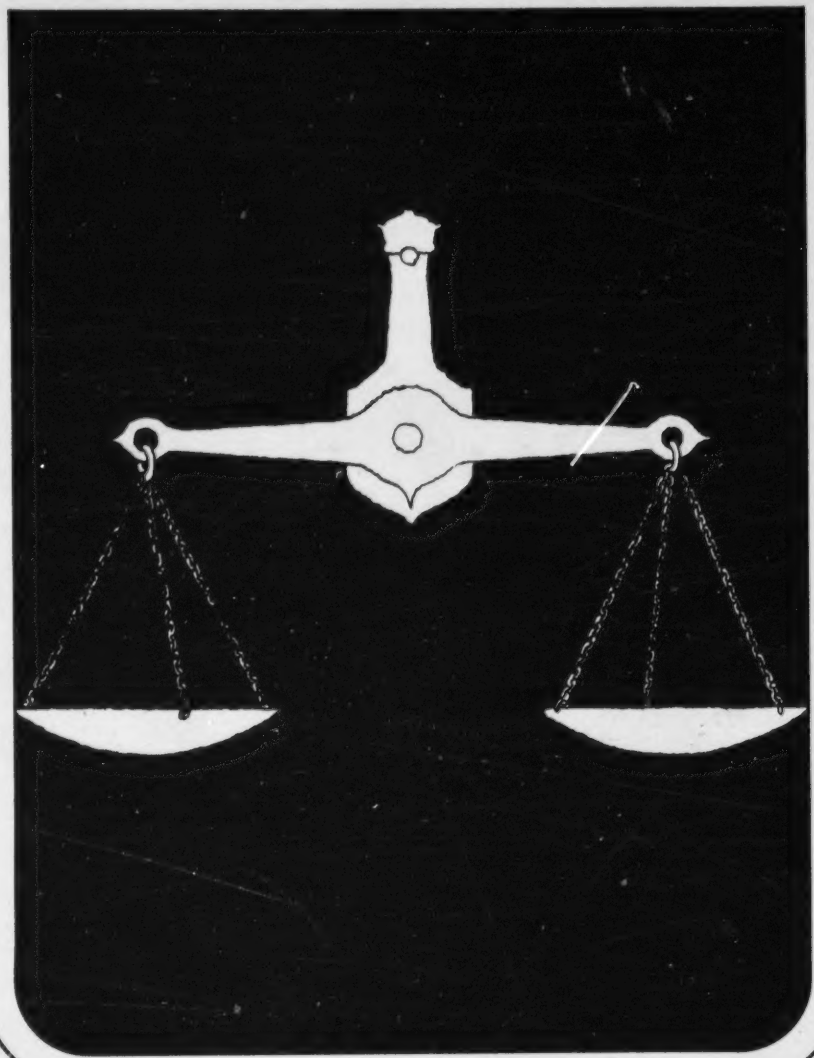
OR

The local branch of the Saskatchewan Wildlife Federation.

For archery information, contact the local archery club to come to speak to the students and give a demonstration.

Section V

Legal Implications



SECTION V
LEGAL IMPLICATIONS

A. LIMITATIONS OF LIABILITY

Because outdoor environmental education involves taking pupils out of the classroom and into situations differing from traditional school patterns, the matter of legal responsibility for injury to pupils is of more than usual interest. A fact which should be kept in mind is that there is a degree of hazard in merely participating in the activities of life. This cannot be avoided and except where the law finds someone else legally liable, each individual must bear his own loss or injury. No one, in law, guarantees to another person that he will be completely safe at any time from loss or injury. This basic principle also applies to school affairs and indeed, without it, school actitivies would probably grind to a halt through an over abundance of caution. But the law will, under some circumstances, find a school board or teacher liable for loss or injury suffered by a pupil or other person. It would be completely impractical in this guide to review the whole law relating to these circumstances. The best that can be done is to set out some general guidelines as to the manner in which school boards and teachers can minimize the possibilities of being found liable and when, if found liable, they can have the financial losses arising therefrom assumed by an insurance company.

B. THE IMMUNITY OF THE TEACHER

The Saskatchewan teacher is given a wide degree of immunity from personal financial responsibility for school accidents. Section 242 of **The School Act** provides that the teacher, or any other person responsible for the conduct of pupils, shall not be liable for injuries suffered by pupils or property damage caused by pupils during activities approved or sponsored by the school board, principal or teacher during school hours or at other times. (See Appendix B. Page 42). This does not relieve a teacher from being found negligent or responsible for an accident. It does, however, prevent a court from levying damages against him.

The provision is broad but may not be as broad as it appears. It is difficult to foresee what a court might do if, for instance, injury to a pupil was maliciously caused or permitted by a teacher or if the activities were so bizarre as to fall clearly far beyond the scope of what anyone might expect to be a school activity. Fortunately, no such circumstances have been recorded. That which seems abundantly clear is that a teacher is normally protected from financial liability for certain damages or injuries occurring during school activities.

The immunity of teachers does not necessarily mean that a pupil, injured as the result of the negligence of a teacher, has no remedy at law. Employers are in general vicariously liable for the torts of their employees occurring at work. The school board, as employer of the teacher, may, therefore, be held liable for damages even when the teacher is personally protected from the effects of his negligence.

C. STANDARD OF CARE

Where a pupil is injured while participating in school activities, either of the traditional or of the outdoor environmental education type, the pupil has no claim for damages against a school board or a teacher **unless** there has been negligence on the part of the school board or teacher resulting in the injury. We will disregard for the purposes of this guide any question of malicious or intentional injury. Negligence only exists if the school board or teacher has failed to meet the standard of care which the law prescribes under the circumstances. The standard of care which the courts are most likely to apply is that which would be exercised by "the careful parent". There are less rigorous standards which the law has developed in connection with the duty of an owner or occupier of property toward an invitee, or with the duty a driver of a motor vehicle owes to a gratuitous passenger. Depending on the circumstances, these standards **might** be held appropriate by the courts. But it is thought that it would be prudent to expect the courts, because of vulnerability of children, to apply the higher standard. In planning and executing an outdoor environmental education program, school boards, administrators and teachers must attempt, therefore, to put themselves in the place of a careful parent and make decisions accordingly.

D. SELECTION OF THE ACTIVITY

When embarking on any program, an initial planning consideration will have to be given to the general character of a proposed activity. At this stage the "careful parent rule" might be formulated in the following terms: "Would a careful parent, aware of the reasonably foreseeable hazards, willingly permit his child's participation?" In exercising this judgement, board administrators and teachers should keep in mind that the "careful parent" is an artificial concept in law. There is sometimes a tendency, because of sympathy for an injured child, for a judge or jury, and in particular a jury, to favour a decision which will benefit the child. In deciding whether an activity is one that a careful

parent would sanction, it would be safe to presume that the "careful parent" in law is somewhat more careful than most of the parents with which one is acquainted. At the same time, there is an element of risk in any activity and school planners should not be deterred by a remote possibility of something untoward happening.

If the general character of the activity is not too different from those in which children habitually participate, there is probably no problem. If the general character is greatly different, planners must take into account factors such as age, capabilities, etc. and by analogy to more usual activities, decide whether the activity falls within the range which the careful parent would sanction.

E. SUPERVISION AND CONTROL

Teachers, who have the task of supervising the program, obviously cannot be as familiar with the individual limitations of a child as is its parent. But a teacher should attempt to put himself, as closely as possible, into that position. Where an acitivity is viewed as somewhat out of the ordinary, a parent should be advised in writing of the general nature of the activity and some indication given of the reasonably foreseeable risks. A parent should be asked also, to consent in writing to participation of a child. Such a consent does not, in any way, amount to a waiver of claim or relieve anyone of any legal liability. But it does give the parent the opportunity of drawing to the attention of the teacher any individual limitations of a child of which the teacher might not, otherwise, be aware. The outline of the nature of the activity and the consent form referred to above should be sent to the parent and returned.

The importance of supervision and control cannot be stressed too greatly. Perhaps the following summary of ten important points to be kept in mind may assist teachers and administrators:

1. Plan all phases of the activity thoroughly.
2. Request approval of the trip from proper authorities in writing, and keep written approval on file.
3. Notify a parent in a written statement, of the destination, planned activities, time (departure and return), mode of transportation, necessary expenditures and reasonable forseeable risks involved.
4. Secure parental permission slip.
5. Make a personal previsit to inspect the facilities.
6. Determine what adult-student ratio would best provide adequate supervision and safety.
7. Provide each student with a set of rules for safety and conduct, and discuss them thoroughly.
8. Assign a partner to each student.
9. Check students at each boarding and departure, and periodically during the activity.
10. Enlist the co-operation of one or several parents whom the teacher in charge can notify in event of any delay enroute. Parents should be notified of this service and encouraged to phone if enquiries are deemed necessary. (Also See Section III — B. Planning Procedures).

F. THE FUNCTION OF INSURANCE

In planning and executing outdoor environmental education activities, the knowledge that adequate insurance is carried permits a degree of flexibility and confidence which would not otherwise be possible. While insurance cannot be viewed as a satisfactory substitute for care and foresight, by the very nature of activities, "accidents will happen". Insurance can never obviate the pain, embarrassment or even grief of an accident. But it can, in some circumstances, shift the financial losses arising out of an accident from the shoulders of a school board, teacher, pupil or a vehicle operator who may not have budgeted for or cannot afford such a loss, to an insurance company which, for a premium, is prepared to take the risk.

There are two types of insurance which appear relevant:

1. **Liability Insurance** — this type of policy protects the insured, to a certain limit, from the financial implications of being at fault or legally "liable" for injury or loss suffered by someone else. The general liability insurance carried by all school boards and the third party liability insurance which all automobile owners are required to carry are examples.
2. **No-fault Insurance** — this type pays a benefit on the occurrence of loss or injury regardless of "fault" or legal liability or even if no one is at fault. Examples are the collision coverage everyone must carry on their automobiles and sickness or accident policies which are common.

Because the law with respect to vehicle accidents varies somewhat from the ordinary law of negligence, it is necessary to make some distinctions between activities which involve transportation by motor vehicle and other activities.

G. INSURANCE PROTECTION — TEACHER AND VEHICLE

Outdoor environmental education programs may require transportation from place to place by school bus, by teachers' vehicles or by pupils' or parents' vehicles and other forms of conveyance such as public transport. There is no reason to believe that the immunity granted to teachers under Section 242 of **The School Act** would not extend to injuries occurring out of accidents where the teacher was the driver of the vehicle.

There is, of course, always the possibility that, in some situations, the courts might hold that a pupil was injured in a teacher's vehicle while travelling **to or from** an activity but not as part of the activity. Or it may happen that someone other than the teacher (i.e. a spouse or pupil) is the driver of the teacher's car and does not have the protection of Section 242 of **The School Act.** Under those circumstances, the type of automobile insurance carried by the teacher or, on behalf of the teacher, on the vehicle is critical. A feature of the law relating to vehicle accidents should be mentioned at this point. Normally, a driver or owner of a vehicle is not legally liable for injuries suffered by a gratuitous passenger unless there has been gross negligence on the part of the driver. But the courts have frequently required a higher standard of care with respect to school pupils and we cannot be sure that the "careful parent" principle would not be applied.

Every school board is required to carry general liability insurance. As an employer, the school board is jointly liable with the teacher for the torts including negligence of the teacher provided that the teacher is acting within the scope of his duty, i.e. on a school activity. The board's general liability insurance would protect it and indirectly, the teacher where the teacher was found legally liable in the operation of a vehicle. Thus, if the teacher, personally, was driving his vehicle on a school activity and was negligent, an injured passenger's claim would likely be made against the teacher and school board jointly but, normally, the school board's insurer would settle the claim or defend the action. This, of course, is no help if the teacher's spouse is driving the vehicle and there might also be some question as to whether or not a school activity were involved even if the teacher were driving.

There is another gap which may not be filled by the general liability insurance carried by a school board. There is a special limitation period under **The School Act** within which actions against a school board must be commenced, i.e. within 6 months of the cause of action with a possible extension to one year. The limitation period for automobile claims under **The Vehicles Act** is one year but where a fatality eventually occurs, it may be much longer under **The Fatal Accidents Act.** (See Appendix B. Page 43). So there could be situations where there has been delay to the extent that the plaintiff may not be able to claim against the school board as employer of the teacher and he can only go against the teacher alone.

At least one insurance company offers an extension of non-owned automobile insurance to cover not only teachers but parents, pupils or anyone and regardless of whose vehicle is being used (excluding school board vehicles), provided that the claim arises out of an accident occurring during authorized school activities. This is a new type of coverage; it is not known how many school boards carry it and again there is the problem that some activity may, in the future, be ruled not to be an authorized school activity. Many school boards, as employers, carry standard non-owned automobile coverage which, in effect, puts a floor, frequently $500,000, on the protection against third party liability which an employee has while driving **someone else's** vehicle on business. Again there is the difficulty that the accident may occur on what is held **not** to be a school activity or when someone other than the teacher is operating the vehicle and it has no effect if the teacher's own car is involved.

Taking all aspects of the matter into consideration, there seems to be only one sure way in which a teacher can be thoroughly protected if he occasionally carries pupils in his car or, for that matter, even if he does not. He should carry a "package policy" on his automobile. Under the compulsory "license plate" insurance, the third party liability coverage for death or injury is only $30,000. In modern times this is not adequate for any serious accident. The compulsory insurance also does not give any "passenger hazard" coverage so that in the event of liability for injuries to a passenger, he would have no protection. A package policy raising the third party liability to $200,000, reducing the deductible on collision coverage and including some accident benefits would, probably, cost about $50. Apart from any question of pupil transportation, a person relying entirely on the compulsory coverage is assuming a serious risk of financial loss.

H. INSURANCE PROTECTION — TEACHER AND OTHER ACTIVITIES

With respect to injuries to pupils, during school activities not involving transportation, the teacher seems to have adequate protection as a result of Section 242 of **The School Act** referred to earlier.

Most school boards carry employers' liability insurance to cover claims by its employees for damages suffered as a result of the negligence of the school board. An employer must not expose his employees to unnecessary risks. This would certainly cover situations where the facilities provided by the school board were defective. But the normal rule that an employer is liable for the torts of his employee does not necessarily apply. Under the doctrine of common employment, which may still be in effect in Saskatchewan, if the person causing and the person suffering an injury are fellow employees engaged in a common employment for the same employer, the employer, provided he has taken reasonable care in the selection of his employees, is not liable for the consequences of the injury. So a teacher, injured through another teacher's negligence may not be able to recover from the school board's insurer. In view of sick leave provisions, short and long term Saskatchewan Teachers' Federation disability plans, and personal life insurance coverage, this is a risk which teachers may consider they can carry individually. Certainly, a teacher could purchase a personal liability policy to protect himself in the event of a claim by another teacher. It must be said, however, that it is a hazard to which almost everyone is exposed, and comparatively few insurance policies of this type are written. Teachers are normally not much exposed to the effects of other teachers' negligence but in certain types of outdoor environmental education programs, the risk may be more substantial.

A teacher may negligently injure some third party, not a pupil, during school activities. The school boards' comprehensive general liability policy normally would give the teacher protection against financial responsibility subject to the limitations mentioned earlier with respect to vehicle accidents.

I. INSURANCE OF INTEREST TO SCHOOL BOARDS

All school boards, it is thought, normally carry an adequate range of liability coverage applicable to outdoor environmental education activities, but a brief description of the various types might be in order:

1. **General Comprehensive Liability:**

This coverage insures a board against liability for loss or injuries occasioned to pupils or other persons excluding employees, by the negligence of the board itself or of its employees including teachers, arising during authorized school activities on school premises or elsewhere. It does not cover accidents involving vehicles belonging to the board. There are other minor exclusions.

2. **Employer Liability:**

This coverage insures a board against liability for loss or damage suffered by employees of the board due to the negligence of the board

3. **Non-owned Auto:**

This coverage, strictly speaking, does not give the school board any additional protection but as a matter of employer-employee relationships, might be considered a benefit to school boards. It gives employees a greater degree of liability protection when operating vehicles other than employee or board owned vehicles.

4. **Extension to Non-owned Auto:**

An extended coverage is available and may be attractive to boards for the same reason set out with respect to non-owned auto insurance. It gives additional liability protection to anyone operating any vehicle on school actitivities other than a board owned vehicle.

5. **Automobile or Fleet Coverage:**

This coverage gives liability protection to the owner or operator of a board owned vehicle, supplemental to that which is provided under **The Automobile Accident Insurance Act** (license plate insurance).

J. INSURANCE PROTECTION FOR THE PUPIL

Claims for damage in negligence are not likely to be made against pupils by other pupils, teachers or other persons suffering injury. There is no reason therefore, to suggest that pupils should carry liability insurance.

The greatest benefit of insurance from the pupil's point of view is when school boards, teachers, vehicle operators and others involved in the school program carry sufficient liability insurance so that in the event the pupil is injured through someone else's negligence, the pupil has an adequate remedy at law.

Liability insurance, however, has its limitations. All liability insurance is based on the concept of legal fault, usually negligence on the part of the school board, teacher or driver. For the pupil who has, for instance, lost an eye in a school accident, the important thing is that he has lost an eye and will have to go through life without it. Whether someone has been negligent or not is only important to him in that society may or may not award him a sum of money to help him offset, in part, the effects of the handicap. The term society is used because, even if the money comes from an insurance company, society has contributed it in the form of premiums. For the pupil who ac-

quires a handicap, the extremely fine and sometimes arbitrary line between the fact of negligence or otherwise on the part of some insured person, can make a vast and sometimes tragic difference.

Many school boards carry and pay for a form of school accident insurance for their pupils which provides modest payments for death or injury. These are paid on a "no fault" basis. The question of negligence is immaterial. If the loss is suffered, the benefit is paid. As mentioned, the benefits payable under the usual type of school accident policy carried for the pupils by school boards is modest. Where pupils are not covered under a general accident benefit policy and a somewhat hazardous activity is planned, it might be advisable to take out a special short-term group accident policy effective for the duration of the activity only.

K. BUS DRIVER'S LIABILITY

This is liability coverage which a board may wish to carry for additional protection of its employees or independent contractors operating school buses. Like Non-owned Auto and its extentions, it does not afford extra protection to school boards but is designed to protect employees or independent contractors. However, indirectly, it is of benefit to pupils in that, in the event of an accident, adequate insurance is carried and in this respect might be of interest to boards concerned about the welfare of pupils.

Many school boards also carry a "no fault" type of accident policy providing modest benefits for pupils, killed or injured during school activities. This is not liability insurance. The benefit is paid regardless of whether there has been negligence on anyone's part. Reference to this type of insurance is made in the following section.

L. OTHER ASPECTS OF LIABILITY AND INSURANCE

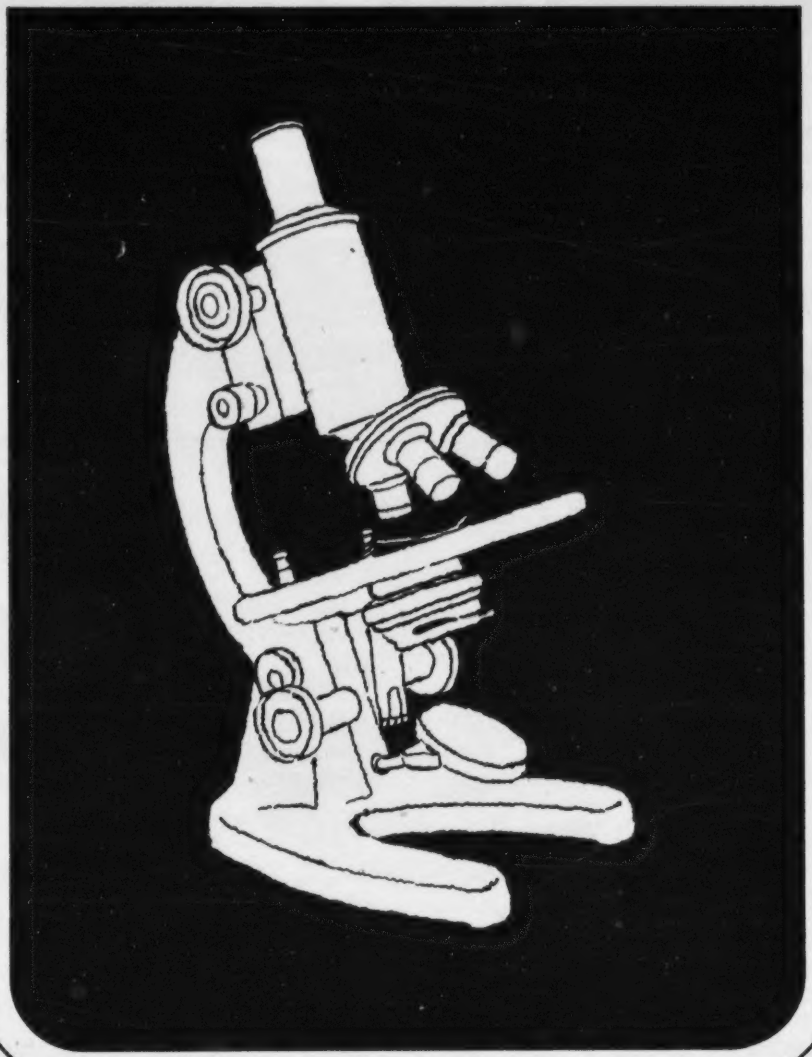
1. **Recovery by a Board from a Teacher:**

The teacher's immunity provided under Section 242 of **The School Act** exists whether the claim is by a pupil injured as the result of the teacher's negligence or by the school board, which as employer of the teacher has been held to be vicariously liable for the teacher's negligence. A teacher's negligence may, of course, give rise to a claim by some person other than a pupil or in respect to property damage not caused by pupils. As employer of the teacher, a board may be held liable in damages under such a claim. Claims by an employer to recover from an employee, damages which the employer has been required to pay as a result of being held vicariously liable are extremely rare. Generally speaking, the employee has a good defence against such a claim provided that the negligent action occurred only within the scope of the duties which he presented himself as being qualified and competent to perform. If he went beyond that scope, an employer might be able to recover from the employee.

2. **Guest Instructors:**

Although no legal decisions are on record with regard to a school board's liability for injuries or damages arising out of the negligence of a guest instructor, it is thought that the school board would be held to have the same liability as for the negligence of an employee.

Bibliography and Appendices



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APPENDIX A

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All aspects of orienteering including some history, mapping, pacing, directions and the compass. Games are also included.
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Angier, Bradford and Taylor, Jack. **Introduction to Canoeing.**
Harrisburg, Pa.: The Stackpole Company, 1973.
This book explains specific ways to plan a trip and map the course. They provide checklists of essential supplies and equipment as well as introducing the skills needed before embarcation.
Bale, R. O. **Outdoor Living.**
Minneapolis, Minn.: Burgess Publishing Co., 1961.
Covers all aspects of camping, equipment, first aid, edible plants, winter and summer survival.
Bates, Joseph D. Jr. **The Outdoor Cook's Bible.**
Garden City, N.J.: Doubleday and Co. Inc., 1963.
Equipment for all kinds of outdoor cooking and fire building. Recipes and techniques for food preparation.
Blish, Jeffrey. **The Pedaler's Handbook: A Guide for Cyclists.**
Los Angeles, Cal.: Nash Publishing Corporation, 1972.
Bicycle buying, care, repair, and every useful thing there is to know about all lengths of trips to go on.
Brady, Michael M. **Nordic Touring and Cross Country Skiing.**
New York, N.Y.: Port City Press Inc., 1971.
A detailed commentary of clothing and waxing of skis, but goes into basic technique.

Bridge, Raymond. **The Snow Camper's Guide.**
New York, N.Y.: Charles Schribner's Sons, 1973.
Illustrates the speciality of winter camping, travel, equipment and safety.

Lederer, William J. and Wilson, Joe Pete. **Complete Cross Country Skiing and Ski Touring.**
New York, N.Y.: W. W. Norton and Co. Inc., 1970.
A very detailed description of the stages for techniques and waxing styles.

McClurg, David R. **The Amateur's Guide to Caves and Caving.**
Harrisburg, Pa.: The Stackpole Company, 1973.
Equipment and techniques to skill building for ways to finding and exploring the underground wilderness.

National Council Boy Scouts of Canada. **Canadian Scout Handbook.**
Toronto, Ont.: McGraw Hill Co. of Canada Ltd. 1969.
Handbook for camping and related activities. Ideal guide to field camps.

Newman James and Barbara. **Cooking For Family Campers.**
Cleveland, Ohio: The World Publishing Company, 1968.
Recipes and Menus for backpacking and canoeing. Other useful hints included.

Peters, L. J. **Here's How #7.**
Rochester, N.Y.: Eastman Kodak Co., 1968.
Related areas, animal habits, photographing techniques and Saskatchewan habitat.

Rebuffat, Gaston. **On Ice, Snow and Rock.**
New York, N.Y.: Oxford University Press, 1971.
Mountaineering clothing, equipment, techniques, and safety. All these accompanied with photo illustrations.

Rutstrum, Calvin. **Paradise Below Zero.**
Toronto, Ont.: Collier Macmillan Canada Ltd., 1968.
Handbook on winter camping from outfitting to activity ideas.

Tejada-Flores, Lito and Steck, Allen. **The Sierra Club Totebook: Wilderness Skiing.**
New York, N.Y.: Fred Weidner and Sons Printers, Inc., 1972.
Alpine and Nordic cross country touring in mountains, describing different lengths of tours and equipment needed. Hazards and safety are discussed along with extra ideas for adventure.

C. Site Planning Guides

Ashbaugh, B. L. **Planning A Nature Center.**
New York, N.Y.: National Audubon Society, 1966.
Discusses the value of nature centers. It goes into the initial considerations, community needs, development of site and facilities after the program has been planned.

Ashbaugh, B. L. **Trail Planning and Lay-Out.**
New York, N.Y.: National Audubon Society, 1971.
Background and perspectives in trail lay-out. Interpretive trails, their design, construction and maintenance. Features on the trail and outdoor interpretation.

Guggenheimer, E. C. **Planning for Parks and Recreation Needs in Urban Areas.**
New York, N.Y.: Twayne Publishers, Inc., 1969.
Includes function and philosophy in urban recreation areas, needs and demands. Outdoor science areas are also included.

Miller, Peggy. **Creative Outdoor Play Areas.**
Englewood Cliffs, N.J.: Prentice-Hall, 1972.
This book meets an important need in the literature on outdoor education, particularly development of outdoor labs and play areas for pre-school and elementary school children.

Shomon, J. J. **A Nature Center For Your Community.**
New York, N.Y.: National Audubon Society, 1969.
Discusses the value, objectives and elements of a nature center.

Shomon, J. J. **Wildlife Habitat Improvement.**
New York, N.Y.: National Audubon Society, 1969.
Principles in wildlife management plus considerations on improvement of habitat for wildlife.

Werling, Donn Paul. **Environmental Education and Your Site.**
Chicago, Ill.: State of Illinois Institute for Environmental Quality, 1973.
Goes into the school site planning and all the criteria involved.

D. Student Resources Guides

Andrews, William A. ed. **A Study of Freshwater Ecology, A Study of Soil Ecology, A Study of Terrestial Ecology, A Study of Environmental Pollution.**
Scarborough, Ont.: Prentice-Hall of Canada Ltd., 1972.
Field studies of organisms and the elements, showing how everything relates.

Beck, W. H. **A Guide to Saskatchewan Mammals.**
Regina, Sask.: Saskatchewan Natural History Society, 1958.
Classification and distribution of mammals.

Berglund, B. and Bolsby, Clare. **The Edible Wild.**
Toronto, Ont.: Pagurian Press, 1968.
Illustrated book of edible wild plants in Canada.

Boroor, Donald J. and White, Richard A. **A Field Guide to the Insects of America North of Mexico.**
New York, N.Y.: Houghton Mifflin Co., 1970.
1300 illustrations representing 579 families of insects.

Carmichael, L. T. **Prairie Wilflowers.**
Toronto, Ont.: J. M. Dent and Sons Canada Ltd., 1961.
172 flowers, descriptions and classifications according to their blossoming seasons.

Couchman, et al. **Examining Your Environment.** 12 in series.
Toronto, Ont.: Holt, Rinehart and Winston of Canada Ltd., 1971.
Astronomy, birds, miniclimates, your senses, an understandable series.

Ecology Series.
New York, N.Y.: Benzinger Inc., 1971.
A comprehensive series on all aspects of the environment, past, present, and future problems.

Hosie, R. C. **Native Trees of Canada.**
Ottawa, Ont.: Information Canada, 1970.
Description and illustrations of bark, leaves, flowers and fruit.

Hylander, C. J. **Outdoors in Spring, Outdoors in Summer, Outdoors in Autumn, Outdoors in Winter.**
Don Mills, Ont.: Collier, Macmillan Company, 1969.
Commentary and pictoral review of plants and animals in each season, suitable for primary grades.

Kolbas, Grace Holden. **Basic Biology in Color Series.**
New York, N.Y.: Sterling Publishing Company, Inc., 1972.
Colorful pictoral series on the plant and animal kingdom, human systems and the ecology of cycling and recycling.

Leister, Mary. **The Silent Concert.**
New York, N.Y.: Bobbs Merrill Company, Inc., 1970.
A woodland concert of sounds and happenings at night when the animals are moving about. Good for primary grades.

Mulgram, H. **ABC of Ecology.**
Toronto, Ont.: Collier Macmillan Canada Ltd., 1969.
Pictoral expose of ecological happenings, ideal for K-3 classroom use.

Our Living World Nature Series. 10 in series.
Toronto, Ont.: McGraw Hill Book Co., 1964.
Life of the forest, marsh, lakes, river, etc. Each series explores the life of the area and field studies to be experimented with.

Peterson, R. T. **Field Guide To Western Birds.**
New York, N.Y.: Houghton Mifflin Co., 1961.
1,242 illustrations, a standard book for field identification.

Pike, Donald H. ed. **Searching For Structure Series.**
Toronto, Ont.: Holt, Rinehart and Winston of Canada, Ltd., 1973.
A colorful pictoral series with information and suggested field studies.

Roloff, Joan G. and Wylder, Robert C. **There is No "Away".**
Beverly Hills, Cal.: Glencoe Press, 1971.
Readings and language activities in ecology.

Rood, R. et al. **Vermont Life Book of Nature.**
Battleboro, Vermont: Stephen Green Press, 1967.
K-3, brief description of animals, habits, plants and insects.

Rowe, J. S. et al. **Natural Areas of Saskatchewan.**
May be obtained by writing the author at the Department of Plant Ecology, University of Saskatchewan, Saskatoon.

Scholastic's Earth Corps — Ecology Conservation Series.
Toronto, Ont.: Scholastic Book Services, 1971.
A K-6 series for ecological studies.

Selsam, Millicent. **See Through the Forest.**
New York, N.Y.: Harper and Row Publisher, 1968.
Interesting narrative with pictures to get the young into the forest.

Wooley, Ivan. ed. **Ryerson Science In Action Series.**
Toronto, Ont.: McGraw-Hill Ryerson Limited, 1972.
A detailed description of the area of each book.

E. Student and Teacher Readings on Issues and Policies.

Blue Jay Quarterly.
Regina, Sask.: Saskatchewan Natural History Society.
Journal of natural history and conservation for Saskatchewan. Contains articles and current action on natural environment issues.

Galliet, Greg, Setzer, Paulette and Love, Milton. **Everyman's Guide to Ecological Living.**
London, Ont.: Collier Macmillan Ltd., 1971.
An overall book for everyday ecology.

Dasmann, Ray. **Environmental Conservation.**
New York, N.Y.: John Wiley and Sons Inc., 1972.
Environmental issues and their political aspects as faced by concerned people.

Ehrenfeld, David. **Biological Conservation.**
New York, N.Y.: Holt, Rinehart and Winston, 1970.
A text linking biology to the social sciences, including endangered species and natural communities and their preservation.

Hay, John. **In Defense of Nature.**
Toronto, Ont.: Little, Brown and Co., 1969.
Defines nature as a necessity for man, that man needs nature not only for his physical well being but also to remind him he is a part of nature.

Irving, R. and Priddle, George. **Crisis.**
Toronto, Ont.: Macmillan Company of Canada, 1971.
Readings on environmental issues and strategies for Canadian readers.

Littlejohn Bruce M. and Pimlott, Douglas H. **Why Wilderness.**
Toronto, Ont.: New Press, 1971.
Background papers on the reasons why wilderness should be preserved and a report on Lake Superior Provincial Park and what is happening there.

Mitchell, J. G. **Ecotactics: The Sierra Club Handbook for Environmental Activists.**
New York, N.Y.: Simon and Schuster Inc., 1970.
A handbook for environmental activists, composed of a collection of writings by leading conservationists and naturalists.

Murphy, E. F. **Governing Nature.**
Chicago, Ill.: Chicago Quadrangle Books, 1967.
A discussion of the need for careful resource management and the risks we are taking by not managing natural resources properly, including a section on legal aspects of resource management.

Nature Canada.
Ottawa, Ont.: Canadian Nature Federation.
A magazine with emphasis on conservation and natural environment. Contains news, reports, book reviews and film listings.

Probe.
Saskatoon, Sask.: Saskatoon Environmental Society.
A small Saskatchewan environment magazine giving coverage of monthly news, book reviews and feature articles of provincial interest.

References.
Montreal, Que.: Canadian Council of Resource and Environment Ministers.
A periodical for study use giving up to date news and comments on environmental programs and issues in all provinces of Canada.

Savage, Jim. **Resources for Tomorrow.**
Toronto, Ont.: Macmillan Company of Canada, 1963.
A text surveying Canada's natural resources. Includes some basic theories of biology, geography and geology. Some space allotted to discussion of human resources and man's role in the environment.

Schoenfeld, L. **Outlines of Environmental Education.**
Madison, Wisconsin: Dembar Educational Research Services Inc., 1971.
Collection of writings on environmental education from definitions, to school interpretation to adult education for ecological action.

Turk, Turk and Wittes. **Ecology, Pollution, Environment.**
Philadelphia, Pa.: W. B. Saunders Co., 1972.
Informative book on ecology and major aspects of pollution.

F. **For Further Information.**

Environment Saskatchewan. **Resources: Environment Information Directory.**
Regina, Sask.: Environment Saskatchewan, 1974.
A booklist on environmental topics.

ERIC — Educational Resources Information Center. **How to Use ERIC: Environmental Education.**
Columbus, Ohio: The Ohio State University.
Up-to-date information on the context and use of ERIC. A guide to the environmental education section of the ERIC information center.

Saskatoon Environmental Society. **A Guide for Information on Environmental Topics.**
Saskatoon, Sask.: Dept. of Biology and Extension Division of the University of Saskatchewan, 1971.
A booklet containing more than 400 annotated books and films on environmental topics.

Snyder, E. **Environmental Education for Everyone.**
Washington, D.C.: National Science Teachers' Assoc., 1971.
Bibliography of curriculum materials for environmental studies.

Western Michigan University. **Environmental Information Programs for Public Libraries.**
School of Librarianship, Western Michigan University, 1971.
An annotated bibliography of environmental films, periodicals and books.

G. **16mm Films**

These films may be borrowed from either the National Film Board or the Provincial Library in Regina.

A Crowded Wilderness NFB 8 min. 59 sec.
Brings to light the spacious wilderness Canada has and the concern of conservationists that it must be preserved.

Air NFB (animated) 10 min. 12 sec.
Points out that oxygen is the factor for life whether on land, in the air, or water. It is becoming more scarce as man made pollutants crowd it out. No words but plants, animals, birds, and fish all come to the same breathless end as man.

Boomsville NFB (animated) 10 min. 12 sec.
An amusing diagnosis of a big city's growing pains, from a tiny settlement to a metropolis, showing an ironic view of town planning.

Cities in Crisis: A Matter of Survival UEVA 18 min.
Through poetry, music and sound effects, contrasting pictures, the film presents the causes and dangers of pollution and offers a few solutions.

Edge of the Barrens NFB 13 min. 40 sec.
An ecological study of the Arctic Tundra, shows the tenacity of the life in this wilderness.

Element 3 NFB 46 min. 8 sec.
Shows effects of world wide misuse of water.

Epilogue NFB 15 min. 47 sec.
A look at our planet from outside, using multi-image techniques, it shows the beauty in contrast with the spoils we have.

High Arctic — Life on Land NFB 21 min. 27 sec.
An ecological look at life in the north.

Junior Conservation Series EFB 3 parts 7 min. each
Your Friend the Soil, Your Friend the Forest, Your Friend the Water, dramatize the benefit man receives from the soil, forest, water and how to manage them properly.

Man's Effect on the Environment BFA 14 min.
Human population and technological growth have caused an ecological crisis on earth. Various types of ecological and environmental degradation are covered.

Man's Impact on His Environment MLA 21 min.
A study of ecology, man is different in not adapting to his environment as do other animals, but adapts his environment to his own needs and desires.

Man: The Polluter NFB (animated) 52 min. 7 sec.
Involves a pessimist and an optimist giving their views about the world's situation. This film transmits its warning well.

Nature's Classroom Martin Mayor 25 min.
A planned field trip to study nature. A good illustration of how to plan and execute a field trip.

Once There Were Bluebirds Film Fair Communications 6 min.
Conveys the tragedy in destroying animal and plant life. Shots of large cities, auto industry and polluted waters.

Outdoor Education Capital Film Services 18 min.
An examination of the possibilities for year round outdoor education activities.

Paddle and Portage Gibson 12 min.
Demonstrates art of canoeing from basic strokes to advanced techniques. Demonstrated canoe rescue and water safety.

Poison, Pests and People NFB 2 parts 29 min. 25 sec. each.
An examination of the effects of chemical insecticides on insects and on other animals.

Rainshower Dimension 15 min.
Presents sights, sounds and rythmns of the rain. The film shows the changing moods of a day when rain shower comes to a farm and to a city and its people.

Rise and Fall of the Great Lakes NFB 16 min. 40 sec.
A lesson in geography, going from recent geological history to the ice age and the flood, involving a lone canoeist.

River with a Problem NFB (animated) 28 min. 3 sec.
Shows what happens when a river is used as a dumping ground.

Saskatchewan Forest Regions K.I.A.A.S.
Cypress Hills (16 min. 50 sec.), Aspen Parklands/Southern Boreal (23 min. 20 sec.), Southern Boreal/Eastern Regions (14 min. 9 sec.), Northern Boreal (14 min. 20 sec.). This series studies the animal and plant life in each of the regions. A good supplement to a biology class.

The Changing Forest NFB 17 min. 57 sec.
A look at the integrated community of living things in the Laurentian Shield.

The Prairie Kenneth Campbell and Crawley 18 min.
The typical forms of the semi-arid prairie community are examined against the background of the dominant plant species. An excellent study of prairie wildlife.

Which Is My World? BFA 10 min.
Man must use materials to survive but every action has an effect on the ecosystem. Film suggests that choices must be made about uses of the environment in view of what we want the world to be like.

APPENDIX B

SASKATCHEWAN REGULATIONS

A. **The Litter Control Act 1973 c.59**

3.—(1) Subject to subsection (2), no person shall abandon or cause to be abandoned:
(a) upon any land that is owned by another person;
(b) upon any land that is vested in Her Majesty in right of Saskatchewan or reserved or set aside for the use of the public; or
(c) into or upon any water;
any manufactured article, processed material or any waste.

(2) It shall not be an offence for a person to abandon or cause to be abandoned any manufactured article, processed material or any waste in a receptable provided for the purpose of receiving the manufactured article, processed material or waste, or on lands provided for the same purpose under the authority of any Act.

4.—(1) Every person who contravenes section 3 is guilty of an offence and liable on summary conviction to the penalties provided in this section.

(2) Where the offence is committed by an individual, the individual is liable:
(a) for the first offence, to a fine not exceeding $200;
(b) for each subsequent offence, to a fine not exceeding $500 and in default of payment to imprisonment for a term not exceeding two months.

(3) Where the offence is committed by a company, the company is liable:
(a) for the first offence, to a fine not exceeding $2,000;
(b) for each subsequent offence, to a fine not exceeding $5,000.

(4) Where a person has been convicted for a contravention of section 3, the convicting provincial magistrate may, in addition to or instead of any penalty prescribed pursuant to subsection (2) or (3), order that person to remove, at his own expense, every manufactured article or processed material and all waste that has been abandoned by any person on any land or premises described in the order and may, as part of the order, specify the time within which such removal shall be carried out by the person.

B. Saskatchewan Regulation 185/69 The Public Health Act 1063/69

Permits

4.—(1) No person shall operate a tourist camp, tourist home, trailer court, institutional camp or camp ground unless he is in possession of a valid and subsisting permit so to do issued by the medical health officer.

C. Saskatchewan Regulation 420/64 The Public Health Act 1131/64

Food, Water and Ice

32. A person in charge or control of manufacturing, processing, handling or storage of food intended for sale for human consumption shall keep the premises and all machinery, equipment, appliances, receptacles, refrigerators, tools and implements of trade in a clean and sanitary condition.

33. All employees or other persons engaged and working in or about premises where the manufacturing, preparing, making, handling, care and sale of any food is carried on, shall be at all times cleanly in their habits and mode of working and in their persons and shall wear clean, washable clothing and where required by the medical health officer or sanitary officer a suitable head-dress.

34. Where food is sold or offered for sale or displayed, whether inside or outside a building, it shall be protected from all sources of contamination to the satisfaction of the medical health officer or sanitary officer.

35.—(1) No person shall use as sleeping quarters rooms where food intended for sale for human consumption is stored, prepared or consumed.

(2) No person shall allow a domestic animal in a room in which food intended for sale for human consumption is stored, prepared or consumed.

36.—(1) Food intended for sale for human consumption shall, in the course of being transported or delivered, be protected by such wrapping or covering as shall preserve it from contamination.

(2) Vehicles used for the transportation of such food shall be equipped with suitable facilities for transporting food, and such facilities shall be kept clean and sanitary.

(3) Food subject to spoilage or bacterial toxins that is intended for sale for human consumption shall be maintained at a temperature of 50 degrees Fahrenheit or less during transportation prior to sale.

(4) For the purposes of subsection (3), food subject to spoilage or bacterial toxins includes all custard-filled and cream-filled pastries, milk and milk products, egg products, meat, fish, shelled fish, gravy, poultry, stuffing and sauces, and dressing and salads containing meat, fish, eggs, milk or milk products.

37. Frozen food intended for retail sale shall be maintained in a frozen state continuously from the time of first being frozen until sold.

38. All milk, butter, cheese, meat, poultry and fish subject to spoilage and bacterial toxins shall, where being stored or displayed prior to being sold for human consumption, be kept in a room or enclosure having a temperature of 50 degrees Fahrenheit or less.

39.—(1) Every person keeping liquid refreshments in bulk for sale to the public or keeping water in bulk for public use, shall keep such liquid refreshments or water in a clean and sanitary covered container and shall draw the liquid refreshments or water from the container by means of a tap or other approved dispensing device.

(2) Such liquid refreshments or water shall be served to the consumers in single service cups or containers unless approved dishwashing facilities are available.

D. Saskatchewan Regulations 212/66 The Public Health Act 1573/66

Cleansing of Utensils

31.—(1) All eating, drinking and cooking utensils and other equipment used in the handling or preparation of food shall be so constructed as to be easily cleaned and shall be kept in good repair.

(2) No cups, glasses, or dishes which are chipped or cracked, shall be used in the preparation, service or storage of food.

32. All multi-use eating and drinking utensils shall be thoroughly cleaned and subjected to an approved bactericidal process after each use and there shall be adequate facilities for an ample supply of hot and cold water.

33.—(1) Manual cleansing equipment shall consist of:

(a) a three-compartment sink of non-corrodible material unless othewise approved; and

(b) drain boards or racks of non-corrodible material.

(2) The temperature of the wash water shall not be less than one hundred and ten degrees Fahrenheit, shall contain an effective cleanser and shall be changed at frequent intervals.

34.—(1) Mechanical dish and glass washers shall be:

(a) of an approved design; and

(b) operated and maintained in an approved manner.

(2) If directed by a medial health officer or sanitary officer, dish washers and glass washers shall be equipped with a thermostat for temperature control of the wash and rinse water.

(3) Wash water shall be maintained at a temperature of not less than one hundred and forty degrees Fahrenheit and contain an effective cleanser.

(4) Rinse water shall be maintained at a temperature of not less than one hundred and eighty degrees Fahrenheit.

35.—(1) After cleansing, eating and drinking utensils shall be subjected to one or more of the following bactericidal treatment:

(a) immersion for at least two minutes in clean water at a temperature of at least one hundred and seventy degrees Fahrenheit; or

(b) immersion for at least two minutes in a lukewarm chlorine solution of not less than one hundred parts per million available chlorine when freshly prepared and not less than fifty parts per million at any time;

(c) immersion for at least two minutes in a solution containing a quaternary ammonium compound having a strength of at least two hundred parts per million; or

(d) immersion for at least two minutes in a solution containing an iodine base sterilizing agent having a strength of at least twelve and one-half parts per million; or

(e) any other kind of bactericidal treatment approved by the medical health officer.

(2) Where cold water and chlorine are used for bactericidal solution, the concentration of chlorine shall be doubled.

(3) Where hot water only is used for sterilizing, a suitable thermometer must be provided, and where chemicals are used facilities for testing the strength of the agent shall be available.

36. After cleansing and sterilizing; utensils shall be kept in such a place and manner as to prevent contamination and shall be handled in a sanitary manner.

Personnel

37.—(1) Employees shall be cleanly in their habits and wear clean outer garments, and cooks and others preparing food shall wear clean uniforms, coats or aprons and suitable head-dresses.

(2) No employee shall smoke in a kitchen or any room where food is prepared.

E. Saskatchewan Regulation 148/73

Regulations made under the Planning and Development Act, 1973.

(1). These regulations may be cited as The Public Reserve Regulations, 1973. Minister may lease public reserve to council

(4). Upon the request of the council of a municipality for the use of a public reserve or part of a public reserve within the limits of the municipality as a site for:

(a) a public park, playground or other recreational use that would be to the public benefit;

(b) a public building or buildings;

the minister may lease all or any part of a public reserve to the municipality for a term of years suitable to the use of the land. Such a term shall not exceed ninety-nine (99) years in any case.

Minister may lease public reserve to School Unit or School District

(5). Upon the request of the Board of a School Unit or of the Board of Trustees of a School District for the use of a public reserve as a school site or school playground, the Minister may lease all or any part of the public reserve to the Board for a term not to exceed ninety-nine (99) years, upon condition that the public reserve shall be used and maintained as a school site or playground; provided the public reserve meets the requirements of the Department of Education respecting school sites.

F. The School Act

Section 242

"Where the board, the principal or the teacher approves or sponsors activities during the school hours or at other times the teacher responsible for the conduct of the pupils shall not be liable for damage caused by pupils to property or for personal injury suffered by pupils during such activities. 1961, c. 29, s. 11."

G. The Vehicles Act

Section 170

"(1) Subject to subsections (2) and (3), no action shall be brought against a person for the recovery of damages occasioned by a motor vehicle after the expiration of twelve months from the time when the damages were sustained.

(2) Where death is caused the action may be brought within the time limited by The Fatal Accidents Act.

(3) The limitations of time mentioned in this section do not apply with respect to a counterclaim for damages set up or third party proceedings instituted by a defendant in an action for the recovery of damages occasioned by a motor vehicle. R.S.S. 1965, c. 377, s. 170."

H. The Fatal Accidents Act

Chapter 109 — Section 6

"Not more than one action lies for and in respect of the same subject matter of complaint, and every action shall be commenced within twelve months after the death of the deceased person. R.S.S. 1953, c. 102, s. 6."

APPENDIX C

CHECKLISTS

A. Camp Checklist of Sanitation

(Saskatchewan Camping Association Accreditation Program)

	Yes	No	Not Applicable	Comments
1. Camp complies with all regulations of the Provincial Department of Saskatchewan Regulation 185/69, under Public Health Act, OC 1063/69. (See Appendix B. Page 41)				
2. Camp water supply is tested and approved for all purposes on a regular basis by the Saskatchewan Department of Health.				
3. Milk is pasteurized.				
4. Food storage and kitchen areas are well maintained and free from dust and insects.				
5. Dishwashing procedures and care of equipment complies with the Department of Health Regulations.				
6. Liquid wastes are disposed of through facilities constructed, operated and located as required by the Department of Health Regulations.				
7. Camp has adequate garbage and rubbish disposal system.				
8. Toilet facilities are adequate for the number of individuals in camp; the ratio is to be at least one seat for each 15 persons.				
9. Hand washing facilities are in proximity to all toilets, privies and urinals.				

B. Checklist of Features For Site Selection

1. Areas potentially useful for campouts. .....
2. Sufficiently close to school to permit easy single-day trips. .....
3. Proximity to places worth a single-day visit, eg., museum, historic buildings, industries, etc. .....
4. Areas potentially useful for picnic sites. .....
5. Access, all seasons. .....
6. Proximity to different cultural communities. .....
7. An area left in its natural state. .....
8. Clean, unpolluted water. .....
9. Swampy area, bog, marsh, swamp, slough. .....
10. Lake of at least five acres. .....
11. Trout pond or stream. .....
12. River, navigable by canoe or raft. .....
13. Man-made pond. .....
14. Inclusion of areas showing effects of erosion, river banks, gullies, silt laden streams and signs of seasonal erosion. .....
15. Beach area, sandy, shallow at edge. .....
16. Proximity to conservation-recreation area. .....
17. Proximity to a wildlife and bird sanctuary. .....
18. Population of medium and small native animals. .....
19. Population of large native animals. .....
20. Population of huntable game and waterfowl. .....
21. Grassland area. .....
22. Variety of vegetation types. .....
23. Edible flora. .....
24. Soil types typical of the local geographical area. .....
25. Proximity to land areas showing effects of glacial period, terminal moraines, kettles and kames, etc. .....
26. Much variance in elevation or terrain. .....
27. Large bare rock face. .....
28. Disturbed areas, e.g., strip mines area, forestry. .....
29. Polluted Water. .....
30. Abandoned farmsteads. .....
31. Abandoned mines and gravel pits. .....
32. Proximity to cave areas. .....
33. Proximity to a railroad. .....
34. Proximity to high-density highway. .....

POSSIBLE ADDITIONS

35. No strong time limits for in-depth student investigations.
36. Changes over a period of time may be observed, measured, classified, and then recorded in a variety of ways including reports, graphs, charts, or sketches.

C. Checklist of Features for Development on an Outdoor Environmental Education Site

1. Community resource persons. .....
2. Site, remote from center of activity for overnight excursions. .....
3. Nature museum. .....
4. Pioneer museum. .....
5. Restored pioneer cabin. .....
6. First aid area. .....
7. Outdoor chapel. .....
8. Library and media resource center. .....
9. Trails. .....
10. Orienteering course. .....
11. Recreation facility. .....
12. Range for archery and riflery. .....
13. Area designated for survival activities. .....
14. Area for teaching swimming. .....
15. Arts and crafts workshop. .....
16. Farm and garden plots. .....
17. Reforested areas. .....
18. Working model farm (general). .....
19. Sheltered work area. .....
20. Weather station. .....
21. Outdoor amphitheatre or council ring. .....
22. Tree house. .....
23. Apiary. .....
24. Bird feeding station. .....
25. Camp store. .....
26. Parking area. .....

APPENDIX D

SAMPLE FORMS AND FORMATS

A. **Sample Inventory of Community Resources**

No. .....
Theme .....
Subtheme .....

Community Resources Guide

1. RESOURCE .....
2. LOCATION .....
3. LEARNING EXPERIENCES AVAILABLE .....
   .....
   .....
4. Age Level Suited for .....
5. Person to contact .....
6. (a) Resource Available to Visit School .....
   .....
   (b) Class Transportation .....
7. Quantity of Students Able to Accommodate .....
8. Most Convenient Days .....
9. and Time .....
10. Printed Materials Available .....
    .....
11. Facilities (space, washrooms, eating area, noise, danger) .....
    .....
12. Additional Comments .....
    .....
    .....
13. See Also: .....
    .....

B. Sample Outdoor School Trip Letter to Parents

Re: Trip to .....

Dear .....:

We will be leaving from ..... on ..... at .....

We plan to arrive back at ..... on ..... at .....

Please arrange to pick up your child.

Councillors for the trip will be ..... and .....

They have the following qualifications:

Your child will receive instruction in canoe skills, camp craft, and other areas related to living in the outdoors.

Here is a list of equipment that he will require. Everything else is provided.

Personal Canoeing Gear Checklist:

Sleeping bag — in waterproof container
Ground sheet or foam pad
2 pr. long pants
1 bathing suit
2 light shirts
1 heavy shirt
4 pr. heavy socks
2 pr. light socks
4 pr. underwear
Rainwear
1 jacket
1 pr. hiking boots (waterproofed)
1 pr. running shoes
1 bar soap and towel
Shaving kit — optional
Toothpaste and brush
Jack-knife
Cup, plate, bowl, knife, fork and spoon
Hat & sunglasses
Needle and strong thread
String — small ball
Fishing tackle
Flash light

C. Sample Parent Consent Letter and Form

Springfield Road Public School

September 23, 19. . . .

Dear Parents:

We have planned a field trip to Cypress Hills Provincial Park on Monday, October 5, 19 . . . .

The aim of this out-of-school experience is to study animal and plant life in a natural setting.

The children will be divided in groups of six, each supervised by a parent. They will leave by bus at 9:00 a.m. and will return to school at 11:45 a.m. Our sincere thanks to the parents who volunteered to assist on this outing.

Please cut off the consent form below and have it returned to the school. Please feel free to call me if you have any further questions.

Sincerely,
Mrs. Oughton.

Consent Form

My son/daughter .....
(name)

has my permission to participate in a field trip to Cypress Hills Provincial Park on ..... day, October ....., 19 . . .

.....
(Signature of Parent)

D. Sample Health Form

(Regina Board of Education)

NOTE: This form may be modified to suit the needs of the school (ED.)

Please fill in this information as accurately as you can for your son or daughter. It will be confidential and will be used with discretion by the staff at the Outdoor School.

PUPIL'S NAME ..... AGE.....
ADDRESS .....TELEPHONE.....
NAME OF PARENT OR GUARDIAN .....
ADDRESS .....
Parent will be at home while child is at camp: Yes..... No .....
If no, address at which parent can be reached: .....
.....TELEPHONE .....
If parent cannot be reached, give name and address of responsible person:
NAME .....
ADDRESS: .....TELEPHONE .....
NAME OF FAMILY DOCTOR .....
TELEPHONE NUMBER .....
Saskatchewan Hospitalization Number .....
Other Medical Insurance Numbers: G.M.S. .....
M.S.I. .....
Does your child have any difficulty in regard to bed wetting? .....
Provide any information you feel we should know about the following:
Allergies: asthma, hay fever, penicillin, or other drugs
Illnesses: diabetes, heart, epilepsy

Medicines: .....

Swimming ability .....

Other: any recent illness or injury: .....

.....

To the best of my knowledge my child is in good health and may participate in all camp activities except as indicated below.

Exceptions: .....

Please give reasons: .....

.....

....

Signature Date

E. Suggested Student Evaluation Questions

Did you feel that you were properly prepared and involved in the planning of the activities?

What activity was the most interesting and why?

What activity was the least interesting and why?

What activity was the most useful and why?

Were the activities related to classroom studies? How?

Were the follow-up activities appropriate and what other activities could you suggest?

What would you do differently next time?

Room for general comments:

APPENDIX E

MENUS AND FOOD SUPPLY LISTS

A. Sample Menus for Out-tripping

MONDAY	TUESDAY	WEDNESDAY	THURSDAY
Powdered Orange Juice Eggs and Bacon Toast, Honey and Margarine Powdered Milk or Coffee	Powdered Apple Juice Oatmeal Porridge with Raisins, Brown Sugar and Powdered Milk Toast, Jam, Peanut Butter and Margarine Powdered Milk or Coffee	Powdered Orange Juice French Toast Jam or Honey Margarine Powdered Milk or Coffee	Powdered Grapefruit Juice Boiled Eggs and Bacon Toast and Margarine and Honey and Peanut Butter Powdered Milk or Coffee
Powdered Cup of Soup Tomato or Beef Noodle Grilled Cheese Sandwiches Raisins and Chocolate Chunks Pink Lemonade	Powdered Cup of Soup Green Pea or Bean and Bacon Salami Sandwiches Carrot Sticks Cookies and Dried Assorted Fruit Hot Chocolate	Powdered Cup of Soup Chicken Noodle Bacon and Cheese Sandwiches Raisins and Chocolate Chunks Coffee and Apple Juice	Powdered Cup of Soup Tomato Canned Luncheon Meat Sandwiches Cookies and Assorted Dried Fruit Grape Powdered Drink

Instant Mashed Potatoes Canned Beets Pork Chops with Apples in Foil Hot Chocolate Instant Caramel Pudding	Rice Hamburger with Onions and Gravy Canned Green Beans Pineapple Upside Down Cake Lemonade or Coffee	Noodles Stewed Beef with Canned Tomatoes Hot Biscuits Instant Banana Pudding Hot Chocolate	Rice and canned Mushrooms Carrot Sticks Fried Fish Canned Corn Baked Apples Tea or Milk
FRIDAY	**SATURDAY**	**SUNDAY**	**MONDAY**
Powdered Apple Juice Oatmeal Porridge with Raisins, Brown Sugar and Powdered Milk Campfire Toast Peanut Butter Margarine Powdered Milk or Coffee	Powdered Grapefruit Juice Scrambled Eggs Toast and Jam and Margarine Powdered Milk or Coffee	Powdered Orange Juice Oatmeal Porridge with Raisins, Brown Sugar and Powdered Milk Campfire Toast Peanut Butter Coffee	Powdered Apple Juice Pancakes and Bacon Homemade Brown Sugar Syrup Powdered Milk or Coffee
Powdered Cup of Soup Mushroom Cucumber Sticks Toasted Devilled Chicken Sandwiches Cookies Tea or Orange Juice	Powdered Cup of Soup Bean and Bacon Cheese and Crackers Cookies and Apples Tea or Apple Juice	Powdered Cup of Soup Tomato Sardine Sandwiches Assorted Dried Fruit Powdered Milk	Powdered Cup of Soup Celery or Potato Devilled Ham Sandwiches Cookies Powdered Milk or Orange Juice
Rice Freeze Dried Beef or Chicken Stew Hot Biscuits Fruit Cocktail Hot Chocolate	Instant Mashed Potatoes Baked Onions Fish Fillets Canned Asparagus Tips Apple Cobbler Coffee or Grape Juice	Cheese and Macaroni Pizza (packaged) With Bacon, Salami and Mushrooms added Freeze Dried Strawberries Tea or Pink Lemonade	Instant Mashed Potatoes Baked Fish and Onions Canned Yellow Beans Bannock Assorted Dried Fruit Coffee or Hot Chocolate

B. Proposed Supplies for Out-tripping

(Approximate amounts for preceding sample menus for 10 fifteen year old boys for an eight day period)

Staples

Catsup, 2 bottles
Honey, 1 can
Jam, 1 can
Peanut Butter, 1 can
Baking Powder, 1 can
Salt, 1 box
Pepper, 1 can
Brown Sugar, 5 lbs.
White Sugar, 5 lbs.
Maple Walnut Flavoring, 1 bottle
Cinnamon, 1 can
Garlic Salt, 1 can
Flour, 5 lbs.
Oil, 1 can
Margarine, 3 containers
Bread, 16 loaves

Drinks

Cup of Soup (specified flavors), 120 individual cups
Hot Chocolate Powder Pkg's., 75 individual
Coffee, 5 lbs.
Tea, 1 small box
Powdered Orange Juice, 20 pkg.
Powdered Apple Juice, 18 pkg.
Powdered Grapefruit Juice, 9 pkg.
Powdered Grape Juice, 9 pkg.
Powdered Pink Lemonade, 9 pkg.
Powdered Lemonade, 6 pkg.
Powdered Milk, 2 large boxes

Canned Food

Luncheon Meat, 4 tins
Sardines, 10 tins
Corn, 3 tins
Green Beans, 3 tins
Yellow Beans, 3 tins
Beets, 3 tins
Asparagus, 3 tins
Fruit Cocktail, 4 tins
Pineapple, 3 tins
Tomatoes, 2 tins
Mushrooms, 2 tins
Devilled Chicken, 7 cans
Devilled Ham, 7 cans

Packaged Foods

Salted Crackers, one medium box
Assorted Dried Fruits, 8 pkg.
Chocolate Chunks, 2 boxes
Rolled Oats, 10 lbs.
Instant Pudding, 4 boxes
Bouillon Cubes, 1 pkg.
Packaged Biscuit Mix, 4 boxes
Rice, 3 boxes (medium)
Instant Mashed Potatoes, 3 boxes (medium)
Noodles, 3 pkg.
Macaroni, 1 box
Pizza, 3 pkg.
Pancake Mix, 1 pkg. 5 lbs.
Freeze Dried Strawberries, 5 pkg.
Freeze Dried Stew, 6 pkg.
Hard Candy, 3 lbs.
Cookies, 8 lbs.

Meats and Vegetables

Onions, 30 small
Cucumbers, 4
Carrots, 3 bags
Cheese, 14 lbs.
Eggs, 6 dozen
Hamburger, 5 lbs.
Pork Chops, 20 pieces
Salami, 5 lbs.
Round Steak Beef, 5 lbs.
Double Smoked Bacon, 10 lbs.
Apples, 30

C. Helpful Hints for Outdoor Meals

1. Plan supplies for emergency situations.
2. Use as much dried and powdered food as possible, because of weight, few cans.
3. Pack as much food in plastic bags as possible.
4. Meat will last one to two days at the most (fresh).
5. Double smoked bacon and salami will last the entire trip.
6. Margarine will last the duration.
7. A reflector oven or make-shift tin foil reflector oven will bake foods well.
8. Supply of hard candy for energy.
9. Fire starter.
10. Amounts depend on age, sex, number, type of trip.
11. Water purification tablets.
12. Kelsey Institute of Applied Arts and Sciences, Food Services or Department of Health, Nutrition Division will appraise menus and quantities.
13. Remember these supplies:
    - garbage bags
    - pots
    - stirring spoons, cutting knives, egg flipper
    - cast iron frying pan
    - pot scrapers
    - wax coated matches
    - dish soap
    - aluminum foil
    - toilet paper
    - grub box

D. Sample Menus for Residential Camping

(Saskatchewan Department of Health)

MONDAY	TUESDAY	WEDNESDAY	THURSDAY
Orange Rolled Oats Sugar, Milk Egg Bread, Butter Jam (red) White Milk	Vitaminized Apple Juice Whole Wheat Cereal Sugar, Milk Bacon Bread, Butter Peanut Butter Jam White Milk	Orange Rolled Oats Bacon Bread, Butter Jam White Milk	Vitaminized Apple Juice Whole Wheat Cereal Sugar, Milk Scrambled Eggs Bread, Butter Jam White Milk
Roast Beef, Gravy Potatoes Turnips Bread, Butter Lemon Custard White Milk	Shepherd's Pie Baked Potatoes Corn Bread, Butter Fresh Fruit White Milk	Meat, Cold Cuts Scalloped Potatoes Peas Carrot Fingers Bread, Butter Rice Pudding White Milk	Hamburger Steak Fried Onions Mashed Potatoes Green Beans Bread, Butter Apple Crisp Cheese White Milk

Soup of Your Choice Grilled Cheese Sandwich Fresh Vegetable Sticks Bread, Butter Fruit, Cake White Milk	Spanish Rice Tossed Green Salad Bread, Butter Ice Cream Cookies White Milk	Macaroni and Cheese with Tomato Sauce Cabbage Salad Bread, Butter Muffins, Honey White Milk	Wieners Buns Mustard, Relish Sliced Tomatoes Green Onions Fruit, Cookies White Milk
FRIDAY	**SATURDAY**	**SUNDAY**	
Orange Rolled Oats Sugar, Milk Bacon Bread, Butter Jam White Milk	Vitaminized Apple Juice Shredded Wheat Sugar, Milk Scrambled Eggs Bread, Butter Jam White Milk	Orange Pancakes and Syrup Bacon Jam White Milk	
Fish Potatoes in Their Skins Buttered Carrots Bread, Butter Fruit, Cookies White Milk	Chili Con Carne Potatoes in Their Skins Coleslaw Salad Bread, Butter Peach Upside-down Cake White Milk	Roast Turkey Cranberry Sauce Mashed Potatoes Peas Fresh Fruit Cookies Lemonade	
Meat, Cold Cuts or Salmon Loaf Potato Salad Sliced Tomatoes Radishes, Cucumbers Bread, Butter Ice Cream White Milk	Baked Beans with Wiener Chunks Bread, Butter Tossed Salad Baking Powder Biscuits Honey, Jam White Milk	Soup Turkey Casserole Potato Salad Raw Vegetables Plate: Radishes, Lettuce Tomatoes, Carrot Sticks Stewed Fruit Cookies White Milk	

E. Proposed Supplies for Residential Camping

(Saskatchewan Department of Health)

(Approximate amounts for preceding sample menus for 50 campers for a one-week period)

Staples

Bran	2 - 1 lb. pkgs.	Rolled Oats	5 - 2 lb. pkgs.
Baking Powder	1½ lbs.	Salt	3 - 2 lb. tubes
Baking Soda	½ lb.	Shortening	25 lbs.
Beans, dried	10 lbs.	Soups, favorite kinds	250 ozs.
Breakfast cereal	10 - 16 oz. pkgs.	Spices — bayleaf, cayenne, cinnamon, cloves, ginger, nutmeg, pepper, etc. each	2 ozs.
Catsup	6 bottles		
Cocoa	6 lbs.		
Cornstarch	1 - 1 lb. pkg.		
Corn Syrup	1 - 4 lb. tin		
Crackers, soda	15 lbs.	Sugar, brown	25 lbs.
Cracked Wheat, cereal	5 lbs.	Sugar, white	50 lbs.
Dates	2 lbs.	Sugar, icing	4 lbs.
Flour	50 lbs.	Vinegar	1 gal.
Honey	3 - 4 lb. tins		
Jam	5 - 4 lb. tins		
Macaroni or Spaghetti	6 lbs.		
Molasses	1 - 16 oz. tin		
Mustard, prepared	5 - 16 oz. jars		
Mustard, dry	1 - ½ lb. tin		
Nuts	2 lbs.		
Peanut Butter	2 - 4 lb. tins		
Prunes	15 lbs.		
Raisins	8 lbs.		
Rice	1½ lbs.		

Bread and Dairy Products

Bread	120 - 24 oz. loaves
Butter or Margarine	45 lbs.
Cheese, ribbon slices	6 lbs.
Cheese, Cheddar	3 lbs.
Eggs	30 doz.
Milk	72 gal.

CANNED FOODS

Fruits, canned

Apple Pie Filler	3 - #10 oz. tins
Apricots	7 - 28 oz. tins
Cranberry Sauce	6 - 15 oz. tins
Fruit Cocktail	7 - 28 oz. tins
Peaches	12 - 28 oz. tins

Fruit Juices, canned

Apple Juice, vitaminized	12 - 48 oz. tins

Vegetables, canned

Chili Beans	12 - 16 oz. tins
Corn	12 - 20 oz. tins
Green Beans	10 - 20 oz. tins
Peas	24 - 20 oz. tins
Tomatoes	12 - 28 oz. tins

Meat and Fish, canned

Luncheon meat	6 - 12 oz. tins
Salmon	9 - 1 lb. tins

Provision for evening snacks not included

APPENDIX F

FIRST AID AND ACCIDENT PROCEDURES

A. Typical Standard Accident Procedures
(Ontario Teachers' Federation)

THE ..... BOARD OF EDUCATION
STANDARD PROCEDURES WHEN ACCIDENTS OCCUR TO STUDENTS

1. Render first aid. The Public Health Nurse and/or the school Health Attendant should be summoned if in the school or at the site.
2. If the injury is considered to be serious enough to require medical attention or hospital care, the parent must be contacted and the student taken to the doctor or hospital as arranged with the parent.
3. If the injury appears to be to the back, legs or pelvic regions, extreme caution is necessary. The student should be left in a comfortable position until professional medical advice is obtained.
4. If the accident is considered an "emergency" call the parents. If the parents cannot be contacted, call the police and state the location of the accident. The operator will connect you with the local police station when you state the nature and location of the accident and your requirements.
5. A stretcher or a board, approximately six and one half feet by two and one half feet must be available at the site.
6. The principal must be notified by his staff of all accidents that are considered serious.
7. An accident report form must be completed according to the established school policy.
8. The teacher or principal should obtain the consent of a parent or guardian before summoning a doctor or an ambulance or sending the injured student to a hospital. The police have the authority to take such action.

Emergency Telephone Numbers
Police —
Doctors on Call
(Parental consent
required)
Hospital —
Ambulance Service —

TO BE POSTED IN ALL APPROPRIATE PLACES

B. Survival Kit

— a metal container to be used as a cooking pan
— friction tape to seal the kit

Contents

1. 2 plastic bags
2. 150 feet of nylon fish line or nylon string
3. 50 feet of snare wire
4. fish hooks of assorted sizes
5. throwing star for hunting
6. small signalling mirror
7. small magnifying glass for starting a fire or fire starters
8. razor blades
9. needle and thread
10. compass
11. ring saw
12. sharpening hone
13. 2 bladed folding knife
14. pencil and paper
15. assortment of rubber bands
16. wooden matches in wax
17. small quantity of cotton for packing and fire starter
18. insect repellant — grease type
19. water purification tablets
20. motion sickness tablets
21. pain killers
22. salt tablets or crystals
23. disinfectant ointment
24. 14 bouillon cubes
25. 12 — 16 adhesive bandages
26. 1 — 4" x 4" pressure bandage
27. 6 butterfly bandages
28. a pamphlet on survival practice

C. First Aid Kits for Cross Country Skiing and Snowshoeing

First aid kits can be made by the individual or bought in the store. The advantage of reading about what goes into a first aid kit and putting it together is that one is more likely to consider each piece of equipment and its range of possible uses in treating injuries. The commercial kit may be supplemented with personal items to render it more useful for specific activities.

When considering a first aid kit, think of which items are absolutely essential and which ones are slightly more optional but still useful. The first aid kit should always be compact enough to fit in a backpack with the rest of the equipment for a trip. The ease of carrying the kit should help you to determine its size and materials. The leader often carries the first aid kit. However, if the tour is long or promises to be difficult and the kit is heavy or bulky, split up the items in it among the members of the group.

A fully equipped first aid pack should include the following items:
4 triangular bandages with pins
1 — 4 inch wide elastic bandage
2 rolls adhesive tape, 1 inch tape
1 roll plastic electrician's tape
1 tube antiseptic ointment
1 plastic pill bottle with aspirin and salt tablets, properly marked
12 assorted sizes bandages
1 tourniquet strap (web with buckle) ****only for extreme emergency bleeding, but also useful for traction
2 large sanitary napkins (emergency compresses for bleeding)
2 — 4 inch rolls sterile gauze bandages
2 — 1 inch rolls sterile gauze bandages
8 sterilized gauze pads 4 inch x 6 inch
2 tongue depressors, also used as finger splints
1 needle with a small length of coloured thread knotted for visibility
1 pair tweezers
1 seam splitter or single edge razor blade
1 piece of hardware cloth 6 inch x 24 inch (medium stiff wire mesh) ¼ inch holes, wire edges taped, this may be folded. It is malleable, forms any shape, useful in splinting to help support joint.
1 pencil if not carried elsewhere
1 whistle if not carried elsewhere
1 small notebook if not carried elsewhere
1 small mirror for signalling
any special medication anyone in group should have
1 thermometer (extended trips)
1 aluminum foil heavy duty rescue blanket
1 penlight flashlight
1 length nylon or cotton cord about 1/8 diameter, about 50 feet long, coloured. Can double as avalanche cord.

NOTE: (1) Arrange and label the items.
(2) Equipment should be compact and accessible.
(3) Individually wrap all items to lessen the danger of infection.
(4) Place the entire kit in a waterproof container.
(5) Know where your kit is in the pack.

D. Ski Repair Kit

The repair kit for the ski equipment should be carried separately from the first aid kit for easy accessibility and it should include:
jack-knife with screwdriver blade
1 pair small needle nose pliers
4 rawhide extra lacings (thongs), 60 inches long
1 baling wire or coil of picture hanging wire
2 rolls elastic plastic tape
1 emergency ski tip (metal or fiberglass)
1 pair Bear Paw snowshoes per group. Carried only depending upon the judgement of tour leader, depth of snow and terrain obstacles.

The repair of skis and bindings is a relatively simple procedure. Most often, the tip of the ski breaks. If this happens, make sure that the emergency tip is tight in place; tape it, and then apply wax to the bottom so that it will slide. Repairing broken bindings would depend upon the type, but generally, a thong can be used to make a snowshoe type hitch. Unscrew the toe plate, slide the thong under it, and rescrew the plate back down. (Wind the thong around the boot in a figure 8, but do not expect the same degree of control.)

APPENDIX G

GENERAL INFORMATION

A. Cost and Rental Information Sources

1. Equipment can often be borrowed from parents of students, the School Board, the local Y.M.C.A. — Y.W.C.A., Recreation Board, community organizations and church groups.
2. Equipment can be rented from:
   (1) sporting good shops in the following cities:
   Lloydminister
   Melville
   Moose Jaw
   Regina
   Saskatoon
   Swift Current
   Prince Albert
   (b) sporting good shops in several towns and villages
   (c) resort and fishing camps
3. Equipment can be purchased from wholesale companies, sport shops and outfitters.
4. Transportation prices and information can be obtained by contacting either the School Board, the local transportation system or any public transportation company.

B. List of Provincial Parks

1. Battlefords Provincial Park, The (North Battleford area).
2. Buffalo Pound Provincial Park (Moose Jaw area).
3. Cypress Hills Provincial Park (S.W. Saskatchewan).
4. Danielson Provincial Park (Lake Diefenbaker).
5. Douglas Provincial Park (Lake Diefenbaker).
6. Duck Mountain Provincial Park (Canora-Kamsack area).
7. Echo Valley Provincial Park (Qu'Appelle Valley).
8. Good Spirit Lake Provincial Park (Yorkton area).
9. Greenwater Lake Provincial Park (Tisdale area).
10. Katepwa Provincial Park (Qu'Appelle Valley).
11. Lac La Ronge Provincial Park (N. Saskatchewan).
12. Meadow Lake Provincial Park (Meadow Lake area).
13. Moose Mountain Provincial Park (S.E. Saskatchewan).
14. Nipawin Provincial Park (Prince Albert — Nipawin area).
15. Pike Lake Provincial Park (Saskatoon area).
16. Rowan's Ravine Provincial Park (Strasbourg area).
17. Saskatchewan Landing Provincial Park (Swift Current area).

It is our sincere hope that all teachers
will take their students OUT TO LEARN.
With the help of this guide, a safe and
well-organized program can be developed
as an integral part of every school curriculum.

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